

STUDENT'S MATRICULATION COMPOSITION

FULLY

ADAPTED TO THE UNIVERSITY SYLLABUS

BY

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SIMPLE ESSAYS, &c, &c.

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PREFACE

The New University Regulations have laid down that the Matriculation Examination shall be "*a test of the ability* of the candidates to write *clear, simple and correct English* and of their intelligent comprehension of *modern English* applied to familiar subjects"

This book has been written with a view to meet the directions given above. The chief merit of the book lies in its proper arrangement and the subjects have been taken in their *natural* and *proper* order. Rules have been explained with the help of Examples, and Exercises have been set at the end of each Chapter or Section to test the knowledge of the student.

Chapters (I—XI) deal with the preliminary processes, Chapters (XI—XIX) deal with Composition Proper, and Chapters (XX—XXX) deal with the Minor Aids to Composition. The subjects have been arranged and dealt with so as to educate or *draw out the thinking* powers of the pupils. The two hundred Test Questions and the Examination Questions of the different Universities of India, given at the end, will, it is hoped, enhance the value and usefulness of the book.

The book is neither too voluminous nor too meagre in its details. It is just fit to suit the capacity and the requirements of the students.

RANIGANJ, }
December, 1913 }

S B SEN

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STUDENT'S MATRICULATION COMPOSITION.

INTRODUCTION

The first stage in learning English Composition is the knowledge of **Words**, then comes the knowledge of **Phrases**, then the knowledge of **Clauses**, and lastly the knowledge of the **Structure of Sentences**

CHAPTER I

ORDER OF WORDS

1 **Nouns** stand as **Subjects** or **Objects** in a sentence. The *Subject* generally precedes the verb, except in the following cases —

- (a) In *Interrogative Sentences* as, Were the papers set for the Test or the Annual Examination?
- (b) In *Conditional Clauses* as, Were I present, I would have protested
- (c) In *Optative Sentences* as, May you be happy!
- (d) *When emphasis is intended* as, Down came the pillar. Many are the fruits of knowledge
- (e) *In introducing a reported speech* as, "Come to the garden," said he, to his brother.

2 The Object generally follows a transitive verb as, He loves his brothers Heaven befriends the virtuous

3 The Pronouns follow the nouns to which they refer as, Ram, who is diligent, has got a prize

4 The Articles stand before the nouns they qualify as, The boy , A goat , An ant

5 Adjectives generally stand before the nouns they qualify as, Good boy , Sickly child

6 Adverbs generally precede the adjectives they modify as, Very difficult Quite easy

7 Prepositions generally precede the nouns or pronouns they govern as, Before noon , After sunset

CHAPTER II

PHRASES

1 A **Phrase** is a collection of words incapable of making a complete sense, or expressing a complete thought It has no subject or predicate as A man of wisdom To take air A work of love There are *Noun, Adjective, Verb, Adverbial* and *Prepositional* Phrases

2 **Noun Phrases**, which perform the *functions* of Nouns

(a) *A Noun with another noun* as, Body and soul , Day and night

(b) *A Noun with its adjective* as, Good boy , True copy

(c) *A Noun with a participial adjective* as, Frozen water , Drinking cup

(d) *A Noun with a preposition and its object* as, A run on the bank , A work of merit

3 Adjective Phrases, which qualify Nouns or Pronouns

- (a) *An Adjective with a Preposition and its object* as, Sure of gain
 (b) *A Preposition with its object* as, Of wisdom
 Of love
 (c) *An Adjective with another Adjective* as, Rich
 or poor High or low
 (d) *As followed by as*, by way of comparison —

As clear	as day	As white	as snow
„ innocent	, a dove	, pale	death
gentle	a lamb	free	air
„ brave	a lion	„ swift	light
ferocious	a tiger	„ sharp	a sword
meek	a lamb	, quick	lightning
cheerful	.. a lark	„ rich	. Cræsus
, stupid	an ass	„ wise	Chanakya

4 Verb Phrases i.e. Verbs in the Infinitive Mood followed by other parts of speech

- (a) *A Verb with its object* as To draw in water
 to catch a train
 (b) *A Verb with a Preposition and its object* as, To
 look for a thing
 (c) *A Verb and its object followed by a Preposition
 and its object* as, To accuse a man of theft
 (d) *A Verb with a prepositional phrase* as, To live
 on the charity of others
 (e) *A Verb and an adjective* as, To get rich, to
 remain calm

- (f) The verb "*to be*" followed by an *adjective or adverb or a prepositional phrase* as, To be modest, to be rich, to be well, to be away, to be for a proposal, to be for moving in the matter

5 Adverbial Phrases (Prepositional Phrases)

- (a) *A Preposition and its object* as, On the table, up the air
 (b) *An Adverb with another Adverb* as, Far and away

6 **Conjunctional Phrases** as, I feel happy, *so long as*, you are well I will work, *as long as*, there is strength in me

7 **Interjectional Phrases** as, *For shame!* *Fie on you!*

A EXERCISE ON NOUN PHRASES

1 Add Nouns to the following Adjectives and form Noun phrases Large, small, good, bad, rich, and poor

2 Add Adjectives to the following Nouns and form Noun phrases Water, pencil, air, dog, boy, river and wall

3 Select suitable Nouns from Group A and join Adjectives to them from Group B so as to form Noun phrases

Group A Trade, servant, boy, sports, question answer

„ B Manly, good, difficult, proper, brisk, faithful

4 Fill up the blanks with *suitable* Nouns

She is a modest—— It is very pleasant to walk in the open——

I want to buy a good——with a spacious——

A boy of good —— prospers in life Gentle——makes man agreeable Truthful——are trusted by all ,

5 Fill up the blanks with *suitable* Adjectives

He has a—face and—limbs She speaks—words to all

The boy is ten years—— People feel tired in——weather
Smoking is a——habit The Earth is a——body

B EXERCISE ON ADJECTIVE PHRASES

1 Form Compound Adjectives from —Sick at heart , bound in cloth , as black as jet , as white as milk , as deaf as stone

2 Form Adjective phrases from —The trees, that grow in the garden , the books, which are in the library , the ornament, that is made of gold , a man, who is under the influence of drink -

C EXERCISE ON VERB PHRASES

1 Form sentences with —to become king, to run a race, to pick up the flint to move in the matter, to choose a king

2 Form sentences with —to speak the truth to get information, to get loose, to let loose, to run after, to search for

3 Form sentences with —to make haste, to make away with, to feel pain, to feel unwell, to let out, to call out

4 Form sentences with —to fall in, to fall out, to live within one's income, to draw in water, to draw out, to drag in

5 Form sentences with —to go on, to go back, to hold on, to call out, to fly at, to fly into, to lay a wager, to lay up money

D EXERCISE ON ADVERBIAL PHRASES

1 Make sentences with —In the long run, in the heat of the moment, at day break, in the morning, at night

2 Form sentences in which the following Adverbs modify verbs —Aside, well, lately, yesterday, wisely, merrily, angrily

3 Construct sentences with the following Adverbs, modifying adjectives or adverbs — Too, much, very, verily, always, truly

4 Use Adverbial phrases after — Kill, draw, plant, make slay, see, ride, cut run, dig, come, go, read, wait

CHAPTER III

CLAUSES AND SENTENCES

A **Clause** is a combination of words, containing a Subject and a Predicate, but incapable of expressing a complete thought, whereas a **Sentence** is a collection of words, containing at least one Subject and one Predicate, and expressing a complete thought. Thus, the difference between a sentence and a clause lies only in the fact that a sentence can express a complete thought whereas a clause cannot do it. *Examples*

Clauses

- 1 Where my book is (*Noun cl*)
- 2 That he is honest "
- 1 That goes round the sun (*Adj cl*)
- 2 That was lost "
- 1 When you have time (*Adv cl*)
- 2 Since he is wrong "

Sentences

- 1 Ram is a good boy } *Simple*
- 2 He is truthful }
- 1 Let me know, why you were absent } *Complex*
- 2 Go home, if you are ill }
- 1 Come and stay with me } *Compound*
- 2 He is gentle and therefore every-
body loves him }

CHAPTER IV

THE SIMPLE SENTENCE

1 A **Simple Sentence** contains only *one* **Subject** and one **Predicate**. Without a Subject and a Predicate no sentence can be formed. These are therefore called the *essential* parts of a sentence. The Subject stands for the *doer* or *agent* of an action and the Predicate *predicates* or *states* something about the Subject.

2 The **Subject** must be a *Noun* or some *equivalent of a Noun*. The different kinds of Subjects are as follow —

KINDS OF SUBJECT		SIMPLE SENTENCES	
		Subject	Predicate
1	Noun	Boys	laugh
2	Ironoun	He	prays
3	Adjective used as a noun	The rich	are luxurious
4	Participle used as a noun	The diseased	are to be pitied
5	Verb in the Infinitive Mood	To sleep	is refreshing
6	Verbal Noun	Sleeping	is refreshing
7	Noun Clause	That he is honest	is evident
8	Noun Phrase	How to act	is a difficult question

Exercise I

1 Use the following as subjects —Horse, you, he, to err, the hungry, the wounded, how to do it, walking, that he is intelligent

2 Point out the subjects and state their kinds —Cats like milk. The fire burns. The sun shines. Swimming is an exercise. To walk in the sun is injurious to health. Blessed are the peace-makers. Living is very dear now. Who is there? That he is innocent is quite clear.

3 Add subjects to the following —Run. Speak. Is rich is a knave. Has fallen. Ought to go. Lend me a pencil. Fly. Grumble.

3 The Predicate must be a *finite verb* either standing alone or with some other word or words as, Give, Is poor

The Predicate-verb may be —

(i) *An Intransitive verb* as, Dogs bark.

(ii) *A Transitive verb with an object* as, Boys love play

(iii) *A Verb of Incomplete Predication with a complement* as Hari is a rich man The boy seems healthy

4 A verb, that cannot by itself make a *complete* meaning but which requires some other word or words to be joined to it to complete the sense, is called a **Verb of incomplete Predication**, and the word or words, that are added to the Predicate to complete the sense, are called **Complements of the Predicate** as, Ram is ill He *appears* to be over-active He *became* a judge Here *Is*, *appear* and *became* are verbs of *incomplete Predication*, and ill, to be over-active, and, a judge, are *Complements*

Exercise 2

1 Use the following Intransitive verbs as Predicates — Go, come, seem, appear, lie, become, sit swim, stand, leap, shine, sink

2 Use the following Transitive verbs as Predicates — Tell, know, sing, win, wear love, bless, write, strike, speak, ring, steal

3 Fill up the gaps with transitive verbs —

A good boy—his brothers A good boy—his teachers
Cats—milk He—his lessons Ram—his servant She
—her neck-lace The farmer—the seeds Birds—
their nests Birds—their young ones Government—justice
The Police—order My watch—good time

4 Fill up the gaps with objects —

A good boy attends——regularly The tiger likes—— I have lost my—— She has displayed good—— We drink —— This book contains many moral—— A boat carries—— He reached——in time He soldiers routed the—— Give me my——

5 Fill up the blanks with complements —

The spring is—— The clouds are—— Boys are—— The girls—— Ram seems—— Sam looks—— God is —— Gold is—— The road is—— My hair has become —— The flower is—— His attempt proved—— King George is our—— Queen Mary is our—— India is—— The accused pleads——

6 Use the following as complements —

Good bad, high, low, rich, poor, broad, narrow, swift, slow, hard, soft, warm, cold, difficult, easy, precious, happy, sad, cheerful, rough, smooth, superior inferior, large, little, small shining dark white, black

5 The **Complements of the Predicate** may be a Noun or Pronoun, an Adjective, a Participle, an Adverb, a Verb in the Infinitive Mood, and a Prepositional Phrase used as Adverb — *Examples*

SUBJECT	PREDICATE		KIND OF COMPLEMENT
	Verb of Incomplete Predication	Complement	
Ram	has become	a pleader	} Noun
He	was elected	President	
He	is	who	} Pronoun
This pen	is	yours	
She	is	sad	} Adjective
She	is	ill	
He	has got	wounded	Participle
Ram	came	here	Adverb
He	can	(to) write	} Verb in the Infinitive Mood
He	is	to come	
The book	is	on the table	Prepositional Phrase used as Adverb

6 The **Object** is the **Completion** of the Transitive—Predicate It may be **Direct** or **Indirect** The object of a Transitive—Predicate must be a Noun or equivalent of a Noun —*Examples*

SUBJECT	PREDICATE		KIND OF OBJECT
	Transitive Verb	Object	
Cats	like	milk	Noun
My brother	loves	me	Pronoun
We	should pity	the poor	Adjective used as a Noun
We	should relieve	the distressed	Participle used as a Noun
I	have learnt	to swim	Verb in the Infinitive
I	know	swimming	Mood
We	know	that he is a thief	Verbal Noun
We	don't know	what to do	Noun clause
			Noun Phrase

7 The object of the thing is the **Direct Object** and the object of the person is the **Indirect Object** as, I gave him a book Give this paper to your brother *Book* and *paper* are Direct and *him* and *brother* are *Indirect* objects

Exercise 3

1 Make seven sentences illustrating the different kinds of complements

2 Supply Noun Complements —Kalidas is—— Ram was appointed——of the School Calcutta is——of Bengal Mr Hills has been re elected——of the Ranigunj Municipality Rice is—— He called me——

3 Supply Adjective or Participle Complements —Ram became—— Syam seems—— The Judge set the prisoner —— The attempt proved—— He seems—— My body is becoming—— I think it—— The boy seemed—— I found him——

4 Supply Infinitive Complements —It is wrong— It is cruel— It is idle— It is pleasing— It is very kind of you— It would be idle— It is important— It is good— It is bad— It is illegal—

5 Use the following as Complements —In time, in force, under cover, under arms, well off, badly off, out of place, out of sight, out of hearing

6 Arrange in two columns the Direct and Indirect objects in the following —I wrote him a letter I lent him a knife I forgave him his fault He teaches me Mathematics His uncle left him a large estate Give me a cup of water

7 Add double objects —I lent— I will give— He has shewn— I have promised— My father gives—

8 The Complement that relates to the *subject* is called the **Subjective Complement** and that which relates to the *Object* is called the **Objective Complement** as, He is *ill* He called you *a fool*

The **Subjective** and **Objective Complements** may be —

1 *Adjective*—

He is *ill*. (*Subjective*)

I found him *ill* (*Objective*)

2 *Participle*—

He was found *crying* (*Subjective*)

I found him *crying* (*Objective*)

3 *Noun*—

He was elected *Chan man* (*Subjective*)

They elected him *Chan man* (*Objective*)

4 *Possessive*—

This book is *mine* (*Subjective*)

Take this book as *your own* (*Objective*)

5 *Infinitive*—He appears *to be ill* (*Subjective*)I bade him *do it* (*Objective*)6 *Adverb*—He came *back* (*Subjective*)I have sent him *back* (*Objective*)7 *Adverb Clause*—He stands *where he was* (*Subjective*)You will find him *where he was* yesterday
(*Objective*)8 *Prepositional Phrase*—He runs *at full speed* (*Subjective*)Keep something *for the future* (*Objective*)9 *Noun Clause*—The news is *that he has passed* (*Subjective*)Send news *that he has passed* (*Objective*)

9 The **Complex Subject** consists of two or more nominatives connected by *and*, and the **Complex Object** consists of two or more objectives connected by *and* — as *Food, air and water* are necessary to life, I love *ease and comfort*

CHAPTER I

ADJUNCTS

10 Words which are added to the Subject or Object are called their **Adjuncts** or **Enlargements**, and words which are added to the Predicate-verbs are called their **Adjuncts** or **Extensions** — *Good* men *always* pity *poor* men *Good* is the Adjunct of the subject, *poor* that of the object, and *always* that of the Predicate-verb

11 The Adjuncts of the *Subject*, *Object* are the following —

(a) An *Adjective*—

- ✓ A *good* boy is kind to all (*Subject*)
- Every one likes a *good* boy (*Object*)

(b) A *Participle*—

- ✓ A *running* train was stopped, (*Subject*)
- A red flag stops a *running* train (*Object*)

(c) A *Participial Phrase*—

- A bird *flying* high *in the air* looks like a speck
(*Subject*)
- He has shot a bird, *flying in the air* (*Object*)

(d) A *Verb in the Infinitive*—

- Water *to drink* should be free from dirt (*Subject*)
- I want some water *to drink* (*Object*)

(e) A *Noun or Pronoun in the Possessive Case*—

- Syam's* ~~or his~~ slate is broken (*Subject*)
- I have returned *Syam's or his* book (*Object*)

(f) A *Noun in Apposition*—

Mr Hills, *the Chairman*, is kind-hearted (*Subject*)

I respect Mr Hills, *the Chairman* (*Object*)

(g) A *Preposition with its object* used as *Adjective*—

Men of *good character* are trusted (*Subject*)

Every one trusts a man of *good character* (*Object*)

(h) A *Noun used as Adjective*—

Gold ring is valuable (*Subject*)

I have got a *gold* ring (*Object*)

(i) A *Demonstrative Pronoun*—

That book is mine (*Subject*)

Give me *that* book (*Object*)

(j) A *Noun Clause*—

The fact *that he is ill* is true (*Subject*)

I knows the fact *that he is ill* (*Object*)

(k) An *Adjective Clause*—

Boys *who work hard* get prizes (*Subject*)

I like boys *who work hard* (*Object*)

N B—The Subject or Object may be enlarged by a combination of *two or more* of the above forms
Examples

A B C, the best boys of *the 1st Class*, wishing to secure *scholarships*, have written *many Exercises on Mathematics* I found *three young lads* playing in the school compound

Exercise 4

1 Point out the *Adjuncts* of the Subject and say what they consist of —Rich men are generally proud God, the Creator of the Universe, is all seeing Rama's dog has caught a bird Hari, the blacksmith, is very simple Boys, of

diligent habit, prosper in life The paintings in the hall, are beautiful The king, tired of royal grandeur, has retired to private life A judge, found to be corrupt, ought to be removed Attempting to please every body, he could please no body

2 Point out the Adjuncts of the Object and say what they are —

I saw a black mare We found him standing Disease has weakened his power of memory The Police have arrested the man, accused of murder Aurangzeb feared Sivaji, the founder of Marhatta power The Guru has a Patshala of 50 little boys The Inspector of Schools has fined 20 boys of the school for misconduct People presented a farewell address to the Governor, retiring after 5 years' service

3 Enlarge the Subjects in the following —

The child is crying Birds are swimming The horse has bolted Water should be pure Clouds are floating in the air Milton was blind Claws are sharp The streets are lighted The house was let Victoria was very pious A walk is agreeable and healthy The City is the capital of India The song is sweet

4 Enlarge the Objects in the following —

Let me have a pencil I will visit Delhi Birds sing songs The boy lost a book I have no money Lakshmana accompanied Rama to the forest The constable caught the thief He has written an essay He has drawn a map I saw a poor man I saw the thief He entered my garden The Policeman carries a sword Let me hear a story.

5 Use the following as Adjuncts either of the Subject or the Object —Black, red, high, low, writing, finishing, rolling, of wisdom, Rama's king's, of virtue, in time, inside the temple in the garden, without a friend, on the Ganges, of milk, of good character, to speak, to drink, to spare

12 Words which are added to the Predicate verb to indicate the *time*, *place*, *cause*, *manner*, etc of the action denoted by that verb are called the **Adverbial**

Adjuncts or Extensions of the Predicate The different kinds of *Adjuncts of the Predicate Verb* are as follow —

SENTENCE	KIND OF ADJUNCT OF THE PREDICATE VERB
The boy reads <i>silently or not and then</i>	Adverb or Adverbial Phrase
He went away <i>running</i>	Participle used as Adverb
He came <i>on Tuesday</i>	Prepositional phrase used as Adverb
He came <i>to attend the meeting</i>	Gerundial Infinitive
They travelled <i>all day</i>	(Nouns in the objective case used
He spoke <i>an hour</i>	Adverbially (Adverbial Objectives)
<i>The Sun has risen</i> we resumed our journey	Absolute Phrase

Exercise 5

1. Point out the *Extension* and say what it is —

I will see you to-morrow. Be present at ten. Teach him with particular care. His meeting being dissolved, I came away. A small brook ran murmuring by a small hill. The friends parted with grief never to meet again. He reads his prayer, standing. He fought his way through the crowd. I came to the station at six in the morning. He set off for England in a merchant vessel. I went to Burdwan to attend a meeting. Cowards die many times before their death. The king, being killed, his soldiers were easily routed by the enemy. The station was crowded with passengers. I love to work hard. The spring coming, the cuckoos appear and sing. Through your help I succeeded.

2. Extend the Predicate—(a) *By Adverbs or Adverbial Phrases*

He writes. The sun shines. The horse runs. He will pass the Examination. Do not speak. Do not talk. Take rest.

(b) *By Participles or Participial Phrases* — The boy stood. He swam. The horse came. I saw a girl. They went away. The soldiers arrived. The tiger fell upon the dog. The constable went with me.

(c) By *Gerundial Infinitives* —

Boys come to school. We ran. People work. I read.
We walk in the garden. They go to the river. The Magistrate
came here. We attend the church. The brothers met. Read
Newspaper.

(d) By *Prepositional Phrases* —

He lends money. I found a pice. A beggar stands. She
rubs her face. The sun rises. The servant fell. Birds fly.
Fishes swim. Steamers ply. I succeeded. The horse
ran. He works. The Magistrate will preside. Let us abstain.

(e) By *Nouns in the Objective Case used Adverbially* —

The wall is high. They ran. The coat cost. The rice
weighs. He was fined. The school is distant from the
Railway Station. It weighed. The tiger measured.

(f) By *Absolute Phrases* —

We started for school. We resumed our walk. The ship
set sail. He left for Burdwan. The train began to move. The
train stopped. Edward was crowned King. Another was
elected Chairman.

(g) Use the following as Extensions of the Predicate —

Clearly, always, satisfactorily, in haste, on the whole, in truth,
at random, by and by, yesterday, twice, side by side, by
mistake, by a trick, the sun being set, running, pumping, by no
means, begging in the street, under the shade, the Examination
being over.

CHAPTER VI

FORMS OF SIMPLE SENTENCES

13 Simple Sentences may be of the following Forms —

- (a) **Assertive or Declarative** *i.e.* making a simple *statement* as, He runs He goes home
- (b) **Interrogative** *i.e.* asking a *question* as, Has he come? Will he go?
- (c) **Imperative** *i.e.* expressing a *command* or *request* as, Do as I say Lend me a pencil, please
- (d) **Emphatic** *i.e.* affirming something *with force* as, Do go home
- (e) **Optative** *i.e.* expressing a *wish* as, May you be happy!
- (f) **Exclamatory** *i.e.* expressing surprise, joy or grief as, Alas! he is ruined!

All these forms may be **Affirmative** or **Negative** —
I can run (Af) I cannot run (Neg)

Exercise 6

1 Point out the *forms* of the following sentences —

He came home Did he go there? I will not go Was he not present? He did pass the examination What a mighty mind is here fallen! Send for him Do not work hard Can any one do this? You ought not to neglect your studies Has a dog money? It is foolish for her to cry May you be happy! May God bless the happy pair! Is not this, your lesson? Am I responsible for the mishap? Beauty is vain Did he abuse you? Ask his advice Call him to me God save the king! Long live the Emperor of India! What a fool is man! How sweet is her voice! Cursed be his lot!

CHAPTER VII

THE COMPLEX SENTENCE

14 A **Complex Sentence** consists of *one* **Principal Clause**, and *one* or *more* **Subordinate Clauses** as, Ram, *who is diligent*, has gained a prize (one Sub clause) Any one, *who has sense*, knows *when it is time to go to bed* (two Sub clauses)

15 The **Principal Clause** contains the main verb of the **Complex Sentence**, and the **Subordinate Clause** is a component part of the **Principal Clause** Clauses which are joined by *And* are called **Co-ordinate Clauses** as, Ram knows (Pl cl) *when he is to work*, and *when he is to take rest* (Sub cls. joined by *And* and therefore **Co-ordinate Clauses**)

16 There are three kinds of **Subordinate** or **Dependent Clauses**, *viz* the **Noun Clause**, the **Adjective Clause**, and the **Adverb-Clause**

- (i) A **Noun Clause** is one which does the work of a Noun, in a sentence as, *That he is innocent* has been proved beyond a doubt
- (ii) An **Adjective Clause** is one which does the work of an Adjective as, He, *that is honest*, is respected
- (iii) An **Adverb-Clause** is one which does the work of an Adverb as, He started for home, *when I came*

17 A **Noun Clause** may be, like the Noun —

- (a) The *Subject to a Verb* as, *That he is intelligent*, is obvious
- (b) The *Object to a Verb or Preposition* as, I know *that he can do the work* Except *that he is rather hasty*, he speaks fluently.

(c) In *Apposition to a Noun* as, The reason, *why he was absent*, is known to me

(d) *Complement to a Verb* as, The question is, *whether he can be trusted after this event*

18. Noun Clauses are introduced by the Conjunction *that* and the Interrogatives *who, which, what, why, when, how* &c

Exercise 7

1 Point out the Noun Clauses and indicate their nature in the following —

No sane man disbelieves, that God is Omni-present. You suppose, I shall never be able to work this out. What is sauce for the goose is also sauce for the gander. Prove that the Earth is round. What is one man's meat is another man's poison. The Ancients believed, that the Earth was motionless. The fact, that he leads a simple life is obvious. You can fully rely on what I say. It is quite clear that you have done this. The fact that you did not attend the meeting shows that you lack moral courage. "Know thyself" is a very sound advice. We shouted out, "Seize the flying thief." The knave says in his heart, "There is no virtue."

2 Arrange in a tabular form the Principal and Subordinate Clauses — When you go to England, do not forget to visit the Lake Districts. You should notice, that the boy is blind. Make hay, while the sun shines. Where there is a will, there is a way. All is not gold, that glitters. Such men, as are false to their friends, should not be trusted. I do not know, when he was born. He abused me, as he went away. He did not give up the attempt, though he failed several times. Have you heard, that my mother is seriously ill? Of what use is money to a man, who fails to practise charity? They began the march, when the signal was given.

3 Make Complex sentences introducing the following Noun Clauses — What his name is. How he runs. That he is innocent. Who did it. That he is mistaken. Why I was absent. That two and two makes four. How I can do the work.

That he ran away If this is true Why you are ill How great the risk is When the examination comes

19 An Adjective Clause qualifies the *Subject* or the *Object* of the Predicate-verb as, Ram, *who is ill*, is unable to attend school. The thief has stolen away everything, *that was kept in the box*

20 Adjective Clauses are either **Restrictive** or **Co-ordinative** as, Bring only such boys, *as can solve the problem* (Restrictive). The man, came to a constable, who took him to the Daroga (Co-ordinative). Restrictive Adjective clauses are introduced by *that, such as, as, why, &c* and Co-ordinative Adjective clauses are introduced by *who, when, where &c*

Exercise 8

1 Pick out the Adjective Clauses in the following and point out the Nouns or Pronouns qualified by them —

This is the book, which I purchased yesterday. Ram is the boy, I like best. A stone, that rolls, gathers no moss. Make use of the time, you have at hand. I have seen the tree, which goes by the name of *Bodhi*. Such boys, as work hard, get prizes. We should follow every advice, our teacher gives. You should visit the place, where Chaitanya was born. The evil, that men do, lives after them. It is an evil wind, which blows no one good.

2 Supply Adjective Clauses to fill up the blanks —

The man——can not be trusted. Gladstone was the greatest Statesman——in England. The place——is sacred. I know the place——. Read such stories——. The plan——appears to be accurate. I forgot to fix the time——. The house——is in need of repairs.

3 Make Complex Sentences with the following Adjective Clauses —

When mangoes ripen. That deserves praise. Who is wrong. Which are rotten. Who deals in rice. Where he was married. But errs. Who is infallible.

4 Add Adjective Clauses to define the following —

The roof of the house An examiner. The examination
 The bed cloth A cyclone A temple The traveller A
 mason The plaintiff The defendant A mosque The
 church A strait A newspaper My opponent The
 teacher The bell A lamp A factory A barometer The
 admission register A pond The railway engine

21 An **Adverb-Clause** modifies, like an Adverb, a Verb, an Adjective, or an Adverb. An Adverb-Clause is introduced by Subordinative Conjunctions, as, *for, because, than, if, though &c*, or by Conjunctive Adverbs, as, *before, after, where, when &c*, or by *whatever, when ever, however &c*. Adverbial Clauses, like simple adverbs may express —

- (a) **Time**, as, He came home *as the sun went down*
- (b) **Place**, as, You can sleep *when you are sitting*
- (c) **Cause**, as, You are well, *because you take exercise regularly*
- (d) **Effect**, as, He worked hard, *so that he succeeded*
- (e) **Manner**, as, You will reap, *as you sow*
- (f) **Purpose**, as, He called a doctor, *that he might be cured*
- (g) **Comparison**, as, I love you more *than (I love) my own brother*
- (h) **Contrast**, as, He is modest *although he is very rich*
- (i) **Condition**, as, I will reward you *if you are honest*

Exercise 9

1 Pick out the Adverb-Clauses in the following and say what they denote —

He likes me as he does his own brother The more you read, the more you will like to read The traveller was so hungry, that he could not continue his journey Try a man, before you trust him If you do not go, I will turn you out This is not true so far as I know Though he slay me, yet will I trust in him Ram is as humble, as his brother is haughty As my heart panteth after water, so panteth my soul after Thee, O God I gave him a prize that he might work harder still God is everywhere present, although none can see Him I will stay here until you return Since he is ill, you should attend on him If you wish to succeed in life, follow the precepts of wise men

2 Add Adverbial Clauses to fill up the blanks —

Come—— We will return—— I will swim——
Boys will never prosper in life—— The man would have been let off—— It is better to die—— He is not haughty—— He is as tall—— I am so weak—— A breath can make nobles—— I went—— ——I will come back I eat——

3 Make Complex Sentences using the following Adverb Clauses —

Since he is ill Until you are well Till he is ready That it may contain 5000 souls Whenever you like If you follow my advice As you have failed If you want to succeed That he sought his neighbour's help Where there is a will That I cannot work When his father died Though he failed As far as I know While you are away

CHAPTER VIII

THE COMPOUND SENTENCE

22 A **Compound Sentence** is one that is made up of **two or more independent sentences**, joined together by **Co-ordinative Conjunctions**. Sentences joined by Co-ordinative Conjunctions are called **Co-ordinate Sentences** or **Clauses**. The *Co-ordinative Conjunctions* are —

Cumulative—*And, both, too, also, as well as, not only but also*

Alternative—*Either or, neither nor, or, else*

Adversative—*But, yet, nevertheless, still, whereas*

Illative—*For, therefore, so*

Examples

- | | |
|--|---------------|
| (a) Ram gained a prize <i>and</i> Syam
got a medal
Ram and Syam are <i>both</i> guilty | } Cumulative |
| (b) She is sad, <i>but</i> her brother is
cheerful
He is very rich <i>still</i> he is not
contented | |
| (c) <i>Either</i> you should go <i>or</i> your
brother
Go out <i>or</i> you will be insulted | } Alternative |
| (d) He was in the room, <i>therefore</i> he
was suspected
You should soon go <i>for</i> you are
wanted by your father | |

23 Compound sentences in which words or phrases are omitted to avoid needless repetition are called **Contracted Compound Sentences** as, The boys took their seats and (the boys) began to read He came to

see me, but (he) had to go away soon Either you have broken the slate or your brother (has broken it) He labours hard and therefore (he) gets a prize every year

24 The Co-ordinate clauses of a Compound Sentence are sometimes joined by Relative Pronouns when they are used in a *Continuative* sense and not in a *Restrictive* sense as, I saw a Constable, who (and he) told me that the thief had run away He went to Delhi, where (and there) he stayed five days

NOTL — These are *apparently* complex but are *really* compound sentences

25 Sentences in which the parts, *essential* to a complete construction are omitted for the sake of brevity are called **Elliptical sentences** : as, He is as tall as I am (tall) He loves me less than (he loves) my brother He is poor but (he is) honest

Exercise 10

Q 1 Frame compound sentences using the following pairs of words —either, or, neither, nor, no, nor, not only, but

2 Frame five compound sentences with each of the following words —yet, nevertheless, else, whereas and therefore

3 Are the following sentences complex or compound?

I threw the pocket book, which he took up with a smile I went to the new market, where I found good Bombay mangoes Sydney was the first to recognise the symptoms of mortification, which made a fatal result inevitable I gave him three hundred rupees, for which he thanked me There were civil wars as well as revolts Do it or you will be punished Just go to the station and you will easily find him out

CHAPTER IX

ANALYSIS.

26 **Analysis** means the *breaking up* of a sentence into its *component* or *constituent* parts and shewing how they are related to one another. Analysis is of *two* kinds, *viz* *General* and *Particular* or detailed. In a Simple sentence only particular analysis is to be given, but in Complex and Compound sentences, both general and particular analyses are to be given.

ANALYSIS OF SIMPLE SENTENCES

Ram is a good boy. A good boy always learns his lessons. A kind-hearted man always feels pity for the poor. I will take more care of my children. The patient is now sleeping soundly. The enemy took the fort by storm. Stealing is a crime. He comes every day to see his friend. Love of life increases with old age. Sweet is the smell of the rose.

DETAILED ANALYSIS

1 Ram—*Subject* Is—*Predicate-verb* A good boy—*Complement*

2 Boy—*Subject* A, good—*Adjuncts of the Subject* Always—*Adjunct of the Predicate-verb* Learns—*Predicate-verb* His—*Adjunct of the Object* Lessons—*Object*

3 Man—*Subject* A, kind-hearted—*Adjuncts of the Subject* Always—*Adjunct of the Predicate-verb* Feels—*Predicate-verb* Pity—*Object* For the poor—*Adjunct of the Predicate-verb*

4 I—*Subject* Will take—*Predicate-verb* More—*Adjunct of the Object* Care—*Object* Of my children—*Adjunct of the Object, etc, etc*

ANALYSIS IN A TABULAR FORM

WHOLE SUBJECT		WHOLE PREDICATE				
Subject	Adjunct of Subject	Finite Verb	Complement	Enlargement	Object	Adjunct of the Object
1 Ram	a, good a, kind hearted	is	a good boy	{ always always, for the poor	lessons	his
2 Boy		learns			pity	more, of my
3 Man	the the	feels	a crime	now, soundly by storm	cure	children
4 I		will take			fort	the
5 Patient	of life	is sleeping	sweet	every day, to see his friend with old age		
6 Enemy		took				
7 Stealing	the, of the rose	is				
8 He		comes				
9 Love		increases				
10 Smell		is				

Exercise II

I Analyse the following Simple Sentences —

King George is our Emperor Queen Mary is very kind-hearted Lord Hardinge is a model ruler His Excellency, the Governor of Bengal is very sympathetic Mr Hills, the Zamindari Manager of the Bengal Coal Co Ltd is the Chairman of the Raniganj Municipality Virtue is its own reward The path of vice is crooked The carpenter makes tools Honesty is the best policy He gave me a book to read The lenity of the Governor made the soldiers more insolent Alfred, the Great, knew very well, the use of time In Alfred's time the value of a Bible was about Rs 1000 Rome was not built in a day Too much talk ends in nothing Who will bell the cat? Uneasy lies the head of a king

ANALYSIS OF COMPLEX SENTENCES

27 In analysing a Complex sentence, the following rules are to be observed

1 Pick out the Principal clause and also the Subordinate clauses one after the other

2. State the nature of the Subordinate clauses and shew their relation to the Principal clause or to one another

3 Analyse the Principal clause and Subordinate clause or clauses separately as if they are Simple sentences

Examples

I Men are to work, so that they may earn a livelihood

Analysis (A) Men are to work—*Principal clause.*

(B) So that they may earn a livelihood—*Subordinate Adverbial clause* (modifying *are to work*)

ANALYSIS OF A

Men—*Subject* Are to work—*Predicate-verb*

ANALYSIS OF B

They—*Subject* May earn—*Predicate-verb* A—
Adjunct of the Object Livelihood—*Object* So that
 —*Connective*

2 Sir Isaac Newton, after deep meditation, discovered that there was a law in Nature, called attraction, by virtue of which every particle of matter, that the world is composed of, draws towards itself every other particle of matter, with a force, which is proportionate to its mass and distance

This is a Complex Sentence consisting of *one* principal clause and four Subordinate clauses

A. Sir Isaac Newton discovered—*Principal clause*

B That there was a law called attraction—*Sub*
Noun cl being obj of discovered

C By virtue of which draws every other particle of matter with a force—*Subj Adj cl* qualifying *law*

D That the world is composed of—*Subj Adj cl* qualifying *matter*

E Which is proportionate to its mass and distance—
Subj Adj cl. qualifying force

3 A third time he approached in the same manner, when the Christian knight, desirous to terminate this elusory warfare, in which he might at length have been worn out by the activity of his foeman, suddenly seized the mace which hung at his saddle-bow, and hurled it against the head of the Emir, for such and not less his enemy appeared

ANALYSIS

SENTENCE & CLAUSES	KIND AND RELATION	CONNECTIVE	WHOLE SUBJECT		WHOLE PREDICATE				
			Subject	Adjunct of the Subject	Finite verb	Comple ment	Adjunct of the Predicate	Object	Adjunct of the object
(A) A third time he	Principal clause		He		approached		A third time, in the same manner		
(B) When the Christian knight suddenly seized the mace	Sub Adv clause <i>adv</i>	when	Knight	the Christian, desirous &c	seized		Suddenly	mace	the
(C) In which might foeman	Sub Adv cl qualifying <i>warfare</i>		He		might have been worn out		by the activity of his foeman		
(D) Which hung at his saddle bow.	Subj Adv cl qualifying <i>mace</i>		Which		hung		at his saddle bow		
(E) When the Christian knight hurled it Emir	Sub Adv cl co ordinate with B	And	Knight	the Christian	hurled		against the Emir	it	
(F) For such his enemy appeared	Sub Adv cl modifying <i>hurled</i>	For	Enemy	his	appeared	such			
(G) For his enemy appeared not less	Sub Adv cl co ordinate with E	And	Enemy	his	appeared	not less			

Exercise 12

1 Analyse the following Complex sentences —

All is not gold that glitters Strike the iron while it is hot
 Let me have any book that you can spare The sentence of
 the Judge was that the accused be transported for life. It is
 said that the murder was committed in broad daylight It
 was commanded by Duke William, when King of England,
 that all fires should be extinguished after 8 P M It is not
 precisely known where Homer, the great poet, was born
 You should know for certain that virtue triumpheth in the long
 run It may now be clearly proved that the earth is round
 The fact that his clothes are blood-stained tells much against
 him Let me know how you have answered the papers on
 English I will stay here until you return If you wish to be
 healthy you should have regular exercise God is ever present,
 although we cannot see him This is not true so far as I
 know Try a friend before you trust him Though he slay
 me, yet will I trust in him As you sow, so will you reap

ANALYSIS OF COMPOUND SENTENCE

28 A **Compound Sentence** must consist of **two or more Principal Clauses** with or without Subordinate clauses. The Principal clauses which are joined together to form a Compound sentence are called **Co-ordinate** clauses or sentences. In analysing a Compound sentence the Co-ordinate clauses must be separated from one another and then each Co-ordinate clause or sentence is to be analysed separately. If the Compound sentence consists of two or more Principal clauses without Subordinate clauses, each Co-ordinate sentence is to be analysed as in the case of a Simple sentence. But if there are Subordinate clauses attached to the Co-ordinate sentences forming a Compound sentence, then each Co-ordinate sentence with its Subordinate clauses is to be analysed like a Complex sentence.

Examples

1 Ram is a rich man, but he lives like a miser

2 Either you must go away or I will turn you out

3 I found my lost brother, but it distressed me to see him, for he was almost senseless

4 The downfall of Napoleon shews that inordinate ambition is a curse, and it affords a striking illustration of the fact, that when a man of superior intellect is goaded by that passion, he is sure to bring ruin on himself and also his country

ANALYSIS OF 1, 2, & 3

In (1) the co ordinate Clauses are (a) Ram is a good man and (b) He lives like a miser, connected by *but* (Connective) In (2) the Co-ordinate clauses are (a) You must go away, and (2) I will turn you out, connected by *either—or* (Connective) In (3) the Co-ordinate clauses are (a) I found my lost brother, and (b) It distressed me to see him, connected by *but* (Connective) and one Subordinate Adverb-Clause

ANALYSIS OF

SENTENCE CLAUSE.	KIND AND EXTENSION	CONJUNCTION	WHOLE SUBJECT		WHOLE PREDICATE				
			Subject	Adjunct to Subject	Finite verb	Complement	Adjunct of Predicate	Object	Adjunct of object
(1) The down fall shows	Principal clause		Down fall	The, of Napoleon	shows				
(2) Inordinate ambition curses	Sub Noun clause object of <i>shows</i>	That	Ambition	Inordinate	is	a curse			
(3) It affords fact	Principal clause co-ordinate with (1)	And	It		affords			Illustration	of striking of the fact
(4) When a man passion	Sub Adj clause to <i>affords</i>		Man	of superior intellect	is gorged		By that passion		
(5) He is sure country	Sub Noun clause in apposition with <i>fact</i>	That	He		is	sure	to bring country		

Exercise 13

1 Analyse the following Compound sentences —

The wind blew violently and trees fell down Money can give us comforts but not sound sleep He is poor but honest Let us win the victory or die He is ill and therefore unable to attend school The moon is up and the Earth is bright You may succeed once or twice by cunning tricks, but you should always remember that honesty alone can command permanent success Murder has no tongue but it will speak out sooner or later He need not accompany me, but he should shew me the way An ant is a little thing in itself but a shrewd thing in an orchard Suspicions are like bats, they fly by twilight

“He watched, and wept, and prayed, and felt for all”

“Still they gazed, and still the wonder grew,
That one small head, could carry all he knew”

“Give every man thine ear, but few thy voice,
Take each man's censure, but reserve thy judgment”

SENTENCES PRESENTING DIFFICULTY IN ANALYSIS

29 A Noun Clause and the Adjective Clause may be introduced by *why, where, when, how*

Examples

- { I know *why you were absent* (Noun Clause)
- { I know the reason *why you were absent* (Adj Clause)
- { I have seen *where you live* (N Cl)
- { I have seen the place, *where you live* (Adj Cl)
- { I know *when you came* (N Cl)
- { I know the time *when you came* (Adj Cl)
- { I will tell you *how you are to do it* (N Cl)
- { I will tell you the way *how you are to do it* (Adj Cl)

30 The Relative Pronouns, *who*, *which*, *where* and *when* can join the Co-ordinate clauses of Compound sentences and can also introduce Subordinate clauses of Complex sentences. When they are used in a **Co-ordinate** (Continuative) sense, they would form Compound sentences, but when they are used in a **Restrictive** sense, they would form Complex sentences.

Examples

I met a constable *who* (and he) told me of the arrest of a thief (Compound sentence)

I met a constable, *who* was sleeping (Complex)

He called my brother *which* (and this) highly irritated him (Compound)

He has found out the book, *which* was missing for some time (Complex)

He has gone to Delhi *where* (and there) he proposes to spend the holidays (Compound.)

He has gone to Delhi *where* the Viceroy's Council will henceforth meet (Complex)

I was going away, *when* (and then) I was re-called (Compound)

I know the time *when* he is expected (Complex)

31 In analysing sentences with **Cognate Accusatives** as, *He* has slept a good *sleep* and he has run a *race*. The Cognate Accusatives are to be analysed not as *objects* of the Predicate-verbs but as their *Adverbial Adjuncts*.

32 The **Indirect Object**, the **Retained Object** and the **Dative of Interest** are to be analysed not as *Objects* but as *Adverbial Adjuncts* of the Predicate-verb as, He has given *me* (Adv Adj of the Predicate) a book (Object). The book was given *me* (Adv Adj) by him. Bring *me* the pencil (Dative of interest—Adv. Adj of the Predicate).

33 **Adverbial Objects and Nominative Absolute** are to be analysed as *Adjuncts* as, The tree is thirty *feet* high (Adv Adj modifying the complement *high*) I live hundred *yards* from the Post Office (Adv Adj of *live*) *The Sun having risen* we resumed our journey (Nom Absolute—Adv Adj of *started*)

34 The Sentences—Who is he? What is he? Two and two makes four—are to be analysed thus —

(1) He—Subject Is who (Predicate—*who* being its Complement)

(2) He—Subject Is what (Predicate—*what* being the Complement)

3 A Simple Sentence Two and two—Complex Subject Makes four (Predicate—*four* being the Complement)

35 When **Participial Phrases** are used *Adverbially*, they are to be analysed as Adverbial Adjuncts of the Predicate, but when they are used *Adjectivally*, they are to be analysed as Adjuncts of the Subject or the Object as, *Entering the wood* (Adv Adj of *found*), I found my brother asleep When I reached the wood, I found my brother, *coming out of it* (Adj of *brother*)

36 When Co-ordinative Conjunctions join *independent* Clauses the sentence is *Compound*, but when they join *Words* or *Phrases*, the sentence is *Simple* as,

I gave him a push and then (I) went away—(Compound)

I gave him a book and a pencil—(Simple)

A good king respects the religion and the social rites of his subjects—(Simple)

37 **Parenthetical Clauses** are to be noted simply as *parenthetical*, in analysis as, Ram, *it is said*, has won the first prize (*It is said* is to be put down as *parenthetical*) The sentence may also be analysed as a

Complex sentence as, It is said that Ram has got the first prize

38. In **Contracted Compound Sentences**, the parts omitted (*elliptical* sentences) are to be inserted for the sake of analysis

- (i) He is *as* weak *as* I (am weak) *As* (Adv Adj of *weak*) *As* I am *weak* (Adv Adj. of *as*)
 - (ii) He is *more* clever *than* (he is) *honest* *More* (Adv Adj of *clever*) *Than* he is *honest* (Adv Adj of *more*)
 - (iii) He is not such a fool *as* to forget it so soon, i.e.,
He is not such a fool *as* he should be a fool if he were to forget it so soon
-

CHAPTER X

CONVERSION OF PHRASES, CLAUSES AND SENTENCES

A PHRASES INTO CLAUSES

39 In a clause there must be at least *one subject* and *one predicate-verb*, but in a phrase these are wanting as, *His age* (phrase) *What his age is or how old is he* (clauses)

40 Noun Phrases turned into Noun Clauses

<i>Phrases</i>	<i>Clauses</i>
The illness of my brother	That my brother is ill
The fall of the city	That the city has fallen
The truth of my statement	That my statement is true
His success	That he has succeeded
My innocence	That I am innocent
His dismissal	That he has been dismissed
His appointment	That he has been appointed
My resignation	That I have resigned
The rotation of the Earth	That the Earth rotates
The neatness of the room	That the room is neat

Exercise 14

1 Turn the following into Noun Clauses —

My failure, his rashness, your happiness, guilt of the man, roundness of the Earth, brightness of the sun's rays, the capture of the fort, your dismissal, his arrival, his departure, date of his birth, the wisdom of his choice, beauty of the scenery, his speech, the man's statement, his delay, his impertinence, the author of the book, the reason of his acting thus, his mode of doing it

41 Noun Clauses turned into Noun Phrases.

<i>Clauses</i>	<i>Phrases</i>
That the thief has been arrested	The arrest of the thief.
Why he has done this	The reason of his doing this
That the prisoner should be released	The release of the prisoner
That he has come	His coming
That he will go home	His going home
When he will arrive	The time of his arrival.
How beautiful the flower is.	The beauty of the flower
How great is the fall	The greatness of the fall
The fact that he is dead	The fact of his death
That failure is possible	The possibility of failure

Exercise 15

Turn the following Noun Clauses into Phrases —

That he is a rogue, that he has run away, whoever has built the house who invented the machine, what he spoke, when he will start, that God is all merciful, why it was not done, where it was kept, where the boat lay at anchor, what his name is, why he took the trouble

42 Adjective Phrases turned into Adjective Clauses

<i>Phrases.</i>	<i>Clauses</i>
Of gold	That is made of gold.
The place of his birth	The place where he was born
The starting place.	The place where he started from
Lost book.	The book that was lost

<i>Phrases</i>	<i>Clauses</i>
The time of the riot	The time when the riot took place
The book written by you	The book which you wrote
The house built by Ram	The house which Ram built
On the top of the hill	That stands on the top of the hill
Fast-going train	The train that goes fast
Surrounding you	Which surrounds you

Exercise 16

Turn the following into Adjective Clauses —

The burnt finger, the drowned sailor, sinking ship, missing map, the sick child, rising at dawn, setting in the evening, a fatal stroke, a man of wisdom, a man of wealth

43 Adjective Clauses turned into Adjective Phrases

<i>Clauses</i>	<i>Phrases</i>
The limb that is wounded	Wounded limb
A person that does not think	Unthinking person
Crops which are produced in India	Crops of India
A man, who is wise	A man of wisdom
The time when I arrived	The time of my arrival
The school where you are educated	The school for your education
The cause why I was absent	The cause of my absence
A man, who can be trusted	Trustworthy man
The clerk who has been dismissed	Dismissed clerk
A girl who is modest	A modest girl

Exercise 17

Turn the following into Adjective Phrases —

A boy that disobeys his parents, the thief that has run away, the place which was visited by me, the tree that was burnt, the animal that has been tamed, the dog that is wild, the time when he did it, the time when he goes home, the reason why he cried, the wound that causes death

44 Adverbial Phrases turned into Adverbial Clauses.

<i>Phrases</i>	<i>Clauses</i>
In the evening	When it was evening
At sunset	When the sun set
In my youth	When I was young
In order to do this	So that this might be done
In the heat of the weather	When the weather is hot
Without my father's consent	Though my father did not consent
During my stay in Delhi	When I stayed in Delhi
Upon my failure	When I failed
For his illness	Because he is ill
According to my ability	As far as I am able

Exercise 18

Turn the following into Adverbial Clauses —

At dawn, at daybreak, during your absence, inspite of your efforts, against your return, for fear of rebuke, before your arrival, during the outbreak of small-pox, notwithstanding my illness, without obtaining leave

45 Adverbial Clauses turned into Adverbial Phrases

<i>Clauses</i>	<i>Phrases</i>
Although you have failed	In spite of your failure
When the sun rose	At sunrise
As you object	For your objection
Since you have faith	For your faith
While you are walking	At the time of your walking
After he has suffered loss	After his suffering loss
When the night comes	On the coming of night
That he may not be attacked	Against attack
When he writes letters	At the time of writing letters

Exercise 19

1 Turn the following into Adverbial Phrases —

Though he promised to come, though he is ill, until you come, since this is true, though he is angry, since he has taken no care, before he arrived, after he has recovered, though it is saltish, when the bell rang

2 Turn the *italicised* expressions into Adverbs or Adverbial Phrases —

It is evident that he is unfit for work *He hesitated* to speak Changes were to be seen *in every place* *When Akbar reigned* I was *so late that I could not catch* the train Jadu went to walk *when he had finished supper* The act is justifiable *in spite of what may be said against it* I shall go there *when it is ten A.M.* I went to the village at a time *which I do not exactly remember* *When I again find you impertinent,* I shall expel you

B CONVERSION OF THE ACTIVE INTO PASSIVE VOICE AND VICE-VERSA

✓ 46 When a sentence is changed from the Active form to the Passive form, the following rules are to be followed —

✓ (a) Make the *object* of the sentence in the Active form, the *subject* of the Verb of the sentence in the Passive form

✓ (b) Make the *subject* of the sentence in the Active form, an *object* preceded *generally* by the preposition *by*

(c) The Past Participial form of the Verb in the Active form with some part of the Verb *to be* is to form the Predicate of the sentence in the Passive form

Example — I love him (*Active*) He is loved by me (*Passive*)

(d) Active Verbs with two objects (direct and indirect) can retain *one* object when they are converted to the Passive Voice, and this is called the *Retained Object*

Example — I have given him a book (*Active*) He has been given a book by me (*Passive* with *Direct Retained Object*) A book has been given him by me (*Passive* with *Indirect Retained Object*)

(e) When the Direct Object is *personal* and the Indirect Object is *factive*, there will be only *one* form in the Passive Voice and the personal object is to be the subject

Example — The king appointed him Prime Minister (*Active*) He was appointed Prime Minister (by the king) (*Passive*)

(f) Verbs in the Imperative Mood are to be changed (in the Passive form) to the Infinitive with *let* before them

Example — Move this table (*Active*) Let this table be moved (*Passive*)

(g) To the sign of the Infinitive, though omitted after some Verbs in the Active form, is to be inserted in the Passive form

Example—I bade him go (*Active*) He was bid to go (*Passive*)

(h) Intransitive verbs have no Passive Voice, but when they are united with prepositions, they may be converted, *as*, The boy laughs at me (*Active*), I am laughed at by the boy (*Passive*)

47 In changing the verbs of the Passive form to the Active form, the process is to be reversed, *i.e.*, the *Object* is to be made the *Subject* and the *Subject*, the *Object*, the preposition *by* being omitted

Example—I was joined by my brothers (*Passive*), My brothers, joined me (*Active*)

Exercise 20

1 Convert the following into Passive Voice —

I gave him a prize He has offered me a post The members have appointed him their Chairman Cats like milk Do not speak a harsh word Do you know the answer? Who gave you the coat? You should write a reply Columbus discovered America The man is erecting a cottage He is writing a novel The Inspector examined the boys I shall have to cut the tree He does not care for his brother Boys should choose good company He will forgive me my mistakes He is telling a story Unfasten the boat Ram has fired at a bird My teacher insists on my regularity of attendance

2 Convert the following into Active Voice —

You are expected to pass the examination I am astonished at your behaviour Government has been moved in the matter A lion has been entangled in a net The Head Master is waited upon by the boys You will be compelled to go Let this be done at your peril The letter has been despatched Liars are not trusted The dishes are being served by the

cook Let the buffalo be yoked Let the question be fully answered. My school-fees have not yet been paid He has been let off with a warning I am compelled to give up my share He is thought to be mad It is believed to be false He was set at liberty The bridge being cut down, the enemy was forced to retreat It is reported He has been put to death I am surprised at this

C CONVERSION OF AFFIRMATIVE TO NEGATIVE SENTENCES AND VICE-VERSA

48 Assertive sentences either *affirm* or *deny* a statement A Negative sentence generally contains the word *not* Other words implying *Negation* are *no*, *neither* and *nor* The verb *do* and its past tense *did* are used to express the Negative forms of *present* and *past* tenses respectively, and *not* is placed between the auxiliary and the Principal verb

Examples

49 <i>Affirmative</i>	<i>Negative</i>
Cats like milk	Cats do not like milk
I mean you	I do not mean you
There was rain	There was no rain
We want money	We do not want money
He came in time	He did not come in time
He is intelligent and diligent	He is neither intelligent nor diligent.
I have received your letter and have written you a letter	I have neither received your letter nor written you a letter
It rained yesterday	It did not rain yesterday
He knows how to act.	He does not know how to act
I have a book	I have no book.

Exercise 21

1 Turn the following into Negative —

I have done my duty He is very hasty He has passed the examination He and his brother are intelligent boys
He has gone to Calcutta He comes back at dinner time
They know what is true I have good reasons for saying so
Touch me The post has been abolished

50 <i>Negative</i>	<i>Affirmative</i>
I have not seen him	I have seen him
He does not like flattery.	He likes flattery
He does not obey his parents	He obeys his parents
There is no money in his pocket	There is money in his pocket
He did not thank me	He thanked me
He is not arrogant	He is arrogant
I have got no post yet	I have got a post
You did not labour hard	You laboured hard
This is not agreeable	This is agreeable
You are not welcome	You are welcome

Exercise 22

1 Turn the following into Affirmative —

I did not say so Do not go in haste He is not in easy circumstances He is not talking wildly He did not coach the boy properly Do not cut the tree You must not start before 3 P M He could not come in time I could not hear him His brother is not dead

2 Express the ideas contained in the following without Negative —

He is not taller than I A prudent man does not live above his income His services cannot be ignored No sooner did he see his father than he burst into tears No one but my brother can do this Learned men cannot always govern

their temper I am not blind to my faults I can never expect to return to India No one will reject his prayer He left no work unfinished

3 Turn the following into Negative without altering the sense —

You may go after finishing your task He arrived at 5 in the morning I know the cause He is intelligent I hope I shall succeed this year He is earnest in his studies Reliance on others is a foolish thing As soon as I have sufficient money I will start a business His temper became worse with age The book is meant for boys of quick understanding As the sky is clear we expect a fine weather I am alive to the gravity of the situation

D CONVERSION OF ASSERTIVE INTO INTERROGATIVE SENTENCES AND VICE-VERSA

51 When a question is asked, not for the purpose of getting *information* but for the sake of getting an *admission* or *denial*, the answer is to be *negative* when the question is affirmative, and the answer is to be *affirmative*, when the question is in the negative form

Examples

(a) <i>Assertive</i>	<i>Interrogative</i>
Every one likes to be free	Does not every one like to be free ?
Tigers are ferocious	Are not tigers ferocious ?
Cats like milk	Do not cats like milk ?
Ants are industrious	Are not ants industrious ?
Fair promises are of no avail in times of danger	Are fair words of any avail in times of danger ?
A Jew hath (has) eyes.	Hath not a Jew, eyes ?
No man of sense will say so	Will any man of sense say so ?
He has written a curt reply	Has he not written a curt reply ?
A dog has no money	Has a dog, money ?
Money cannot buy sound sleep	Can money buy sound sleep ?

*(b) Interrogative**Assertive*

Is not the poison, deadly ?	The poison is deadly
Is not the wound fatal ?	The wound is fatal
Doth not a dog feel pain, when hurt ?	A dog feels pain when hurt
Is not this a grand sight ?	This is a grand sight
Is this worthy of you ?	This is not worthy of you
Is pleasure to be pursued at the expense of health ?	Pleasure ought not to be pursued at the expense of health
Can day be turned into night ?	Day cannot be turned into night
Satan, do I not know thy strength ?	Satan, I know thy strength
Is not beauty, vain ?	Beauty is vain
Doth not virtue triumph in the long run ?	Virtue triumpheth in the long run

Exercise 22

1 Turn the following into Interrogative —

Nothing can exceed the horrors It is very wrong to abuse others When ignorance is bliss, it is folly to be wise No one can bear such torture To a lovely lady, modesty is a better ornament than gold There is no doubt that the Earth is round British Government is the best Government for India Animals have senses of feeling It is not proper to be proud No man of sense will approve it

2 Turn the following into Assertive —

Is not this really pathetic ? Is he not a notorious robber ? Did they not attend a musical entertainment ? Who is here so base that will be a bondman ? Have I said so ? Have not I advised you to be diligent ? Did he not go home yesterday ? Should you leave a work unfinished ? Did he not say so on oath ? Is it not enough that he has been fined ?

E. CONVERSION OF EXCLAMATORY INTO ASSERTIVE SENTENCES

52

Examples

(a) *Exclamatory*

How lovely is the rose !
 O, had I the wings of a
 dove !
 What a foolish idea !
 How sweet is the song !
 O, I am undone !
 Lie upon your law !
 How great is the fall !
 Alas, I am ruined !
 O for a lodge in a cave !
 O that they were virtuous !

Assertive

The rose is very lovely.
 I wish I had the wings of
 a dove.
 This is a very foolish idea
 The song is very sweet
 I am really undone
 I cry shame upon your law
 The fall is very great.
 I am really ruined
 I wish I had a lodge in a
 cave
 I wish that they were
 virtuous

(b) *Assertive*

I wish I had got a prize
 She sings sweetly
 It is very hot to-day
 God's ways are unsearch-
 able
 Man is a miracle to man
 This is a very lame excuse
 It is well done.
 Death is to be preferred to
 disgrace
 It is disgraceful if you,
 being a coachman,
 cannot manage a horse
 I am sorry for the man

Exclamatory

O for a prize !
 How sweetly she sings !
 How hot it is to-day !
 How unsearchable are the
 ways of God !
 O what a miracle is man
 to man !
 What an excuse !
 Well done !
 Death before disgrace !
 A coachman, and unable
 to manage a horse !
 Alas ! for the man !

Exercise 24

1 Turn the following from Assertive into Exclamatory —

This essay is excellent The man is very shrewd The boy is very miserable I wish I could help him with a purse Great misery awaits a reckless young man Old age is really painful The girl is exceedingly happy The man must be very fortunate I wish I could visit the Sonapur Fair The tyrant has fallen very low The indignation is very great

2 Turn the following from Exclamatory into Assertive —

Woe to him that passeth his youth recklessly ! Poor creature ! to think that he has lost his parents so early ! How lovely were thy bowers ! O sweet Auburn ! A capital hit ! O for an affectionate brother ! Too late ! You have lost the chance ! A horse ! All is lost for a horse ! O could I come home ! Thank God, the traitor is down ! Shame on you !

F CONVERSION OF ASSERTIVE TO OPTATIVE SENTENCES

53

Examples

*Assertive**Optative*

I wish you happiness

May you be happy

We pray to God to grant you long life

May God grant you long life

We pray to God to save the Viceroy

God save the Viceroy

We wish the Emperor a long life

Long live the Emperor

We wish you will get dutiful children

May you get dutiful children

Exercise 25

1 Turn the following from Assertive into Optative —

We wish you a long life We pray to God to grant you healthy and virtuous children We wish curse on the tyrant We pray to God to spare your life We wish curses on a sinful country I wish him success We pray to God to grant you moral courage

2 Turn the following from Optative into Assertive —

Nelson's Prayer—"May the great God whom I worship grant to my country, and for the benefit of Europe in general, a great and glorious victory, and may no misconduct in any one tarnish it, and may humanity after victory be the predominant feature in the British fleet ! For myself individually, I commit my life to Him that made me, and may His blessing alight on my endeavours for serving my country faithfully ! To Him I resign myself and the just cause which is entrusted to me to defend Amen, Amen, Amen !"

G CONVERSION OF DEGREES OF COMPARISON

54

- (a) *Positive*—No boy is as tall as Ram
Comparative—Ram is taller than any other boy
Superlative—Ram is the tallest boy
- b) *Posit*—No mountain is so high as Everest.
Comp—Everest is higher than any other mountain
Super—Everest is the highest mountain
- (c) *Posit*—No city in India is so rich as Calcutta
Comp—Calcutta is richer than any other city in India
Super.—Calcutta is the richest city in India
- (d) *Posit*—No English warrior was so great as Wellington
Comp—Wellington was greater than any other English warrior
Super—Wellington was the greatest warrior of England
- (e) *Posit*—No grain is so nourishing as wheat
Comp—Wheat is more nourishing than any other grain
Super—Wheat is the most nourishing grain

Exercise 26

Q Transform the following in all possible ways, according to the above models —

Ram is more intelligent than his other brothers Mississippi, with Missouri, is the longest river in the world He is superior to you You are not so intelligent as your younger brother He is older in experience than in age I know him more than you do Bombay is the best sea-port in India London is the richest city in England Lord Hardinge is one of the greatest of Indian Viceroy's Gladstone was the greatest statesman of England Burke fought more for popular rights than any other Englishman It is easier to say than to act

H CONVERSION FROM ONE PART OF SPEECH TO ANOTHER

(Without altering the meaning of the sentence)

55 Nouns, Verbs, Adjectives and Adverbs can be transformed from one Part of Speech to another, without altering the sense of the sentence

Examples

- (i) *Verb* I am *satisfied* with his behaviour
Noun His behaviour has given me *satisfaction*
Adjective His behaviour towards me is *satisfactory*
Adverb He has *satisfactorily* behaved towards me
- (ii) *Verb* He *appears* to be a rich man
Noun His *appearance* is that of a rich man
Adjective The fact of his being a rich man is *apparent*
Adverb *Apparently* he is a rich man.
- (iii) *Verb* He has *succeeded* in his attempt to gain a prize.
Noun His attempt to gain a prize, has been crowned with *success*

Adjective His attempt to gain a prize has been *successful*

Adverb He has *successfully* attempted to gain a prize

Exercise 27

Q 1 Transform the *italicised* words to *Noun* forms —

Please *permit* me to go home I *hope* to pass the examination I *believe* that he is *innocent* What do you *mean* by this? He is *attentive* to his lessons He is *simple* in his dress They *easily* crossed the river He went out, as *desired* by me Don't behave *rudely* towards others I *intend* to appear in the I A Examination

Q 2. Transform the *italicised* words to *Verb* forms —

His *speech* is very *impressive* There is great *difference* between you and your brother *Reliance* on such a man was foolish The sport gave us *amusement* He has acted according to my *instructions* Gahleo was an Italian by *birth* This is *apparently* a good plan He did it *unintentionally* He has offered for *admission* into my service He wants an *employment* in my firm It is my *belief* that the thief has absconded

Q 3 Turn the *italicised* words to *Adjective* forms —

There is *honesty* in his work He does not seem to possess *politeness* He hopes to *succeed* in his project I say *deliberately* You must not be liable to *suspicion* He is a man of *diligence* He possesses enormous *wealth* This is *to be punished* with severity You cannot *prosper* if you *idle away* your time He had to *expend* much in his journey

Q 4 Turn the *italicised* words to *Adverb* forms —

It is *probable* that he may come to-morrow He is *careless* in the preparation of his lessons His behaviour is *satisfactory* You can do this with *ease* He speaks with great *fluency* He died in an *instant* He has borne the insult with great *patience* He signed the deed with great *reluctance* His behaviour was *insolent* and *impertinent* For my good *fortune* I secured the prize

(b) If the speaker be in the Second Person, and the Pronoun in the Direct Speech be of the First Person, then the Pronoun of the *First Person* would be changed to the Pronoun of the *Second Person* in the Indirect Mode

Examples

You say (to me or him), "I am unwell" (*Direct*)

You say—that you are unwell. (*Indirect*)

You said to Ram, "I like Syam" (*Direct*)

You said to Ram that you liked Syam (*Indirect*)

(c) If the speaker be in the Third Person, and the Pronoun in the Direct Speech be of the First Person, then the Pronoun of the *First Person* would be changed to the Pronoun of the *Third Person* in the Indirect Mode

Examples

He says, "I am ill" (*Direct*)

He says that he is ill (*Indirect*)

He said, "I may come" (*Direct*)

He said that he might come (*Indirect*)

(d) Pronouns of the 3rd Person in the Direct Speech remain *unchanged* in the Indirect Mode, *whatever be the person of the speaker*

Examples

I said, "He may succeed" (*Direct*)

I said that he might succeed (*Indirect*)

You say, "He is a fool" (*Direct*)

You say that he is a fool (*Indirect*)

Note—The reported speech is a **Subordinate Clause** introduced generally by the Conjunction **that**

(3) In reporting a speech, the Adverbs of Place and Time are changed thus —

Direct

Here

Hence

Indirect

There

Thence

<i>Direct</i>	<i>Indirect.</i>
Now	Then
To-day, this day	That day
To-night, this night	That night
To-morrow	The day following
Yesterday	The day before
Last month	The previous month
Next week	The week following
Last year	The previous year

Note 1 — *This* and *these* are changed to *that* and *those*, and *come* is changed to *go*

Note 2 — There will be *no change* of the Adverbs of Place and Time, if the *place* and *time* of the Direct Speech and the reported speech happen to be the same

Examples

<i>Direct</i>	<i>Indirect</i>
He said, "I cannot <i>come now</i> "	He said that he would not <i>go then</i>
He said "My brother will come <i>to-day</i> "	He said that his brother would come <i>that day</i>
He said, "I had fever <i>last night</i> "	He said that he had fever the <i>previous night</i>
He says, "I cannot go <i>now</i> "	He says that he cannot come <i>now</i> (Exception)
He says, "I have bought <i>this</i> book"	He says that he has bought <i>this</i> book (Exception)

(4) In converting **Interrogative Sentences** from Direct into Indirect Speech the following rules are to be observed

(a) Change the Interrogative order of words to *Assertive Order*

(b) Use some verb expressing *interrogation* (*ask, enquire, demand*) in place of a verb of simple assertion (*say, tell, observe, remark*)

(c) Don't introduce the reported speech by *that*

Examples

I asked Syam, "Will you go home?" (*Direct*)
 I enquired of Syam if he would go home? (*Indirect*)
 Ram said to me, "Why do you beat your brother?" (*Direct*)
 Ram asked me why I did beat my brother (*Indirect*)
 I said to Shyam, "What do you mean to do?" (*Direct*)
 I asked Syam what he meant to do (*Indirect*)
 He said to me, "Are you ill?" (*Direct*)
 He asked me if I was ill (*Indirect*)
 He said to me, "Why have you broken the stick?" (*Direct*)
 He demanded of me why I had broken the stick (*Indirect*)

(5) In reporting **Commands** or **Requests**, you are to use some verb expressing *command* or *request* in place of the verb of simple assertion, and change the verb of the Imperative Mood in the Reported Speech to the *Infinitive Mood*

Examples

I said to my brother, "Go to school" (*Direct*)
 I told my brother to go to school (*Indirect*)
 I said to him, "Please come with me" (*Direct*)
 I requested him to come with me (*Indirect*)
 I said to my servant, "Turn the fellow out" (*Direct*)
 I commanded my servant to turn the fellow out (*Indirect*)
 Ram said to me, "Please give me some food" (*Direct*)
 Ram begged me to give him some food (*Indirect*)

(6) In reporting **exclamations** and **wishes**, the following rules are to be observed

(a) Use *exclaim* or *cry out* and *wish* (as the case may be) in place of the verb of simple assertion.

(b) Change the *Exclamatory* or *Optative* order to *Assertive* order

(c) Supply the words *omitted* in the exclamation

Examples

The spectators said, "Well done! A capital performance" (*Direct*)

The spectators cried out with applause that it was a capital performance (*Indirect*)

Syam said, "Alas! I am undone!" (*Direct*)

Syam cried out with sorrow that he was undone

(*Indirect*)

Ram said, "Could I find out my brother!" (*Direct*)

Ram expressed a wish that he could find out his brother (*Indirect*)

The father said, "May Heaven protect my helpless son!" (*Direct*)

The father prayed that Heaven might protect his helpless son (*Indirect*)

58 Cases presenting difficulty —

A) Examples

Ram said, "Let him go home" (*Direct*)

Ram said he might be (or should be) allowed to go home (*Indirect*)

I said, "Let me have a piece of paper" (*Direct*)

I wanted to have a piece of paper (*Indirect*)

He said, "Let us have some refreshments" (*Direct*)

He proposed that they should have some refreshments (*Indirect*)

Ram said, "My Lord I am not guilty" (*Direct*)

Ram declared to the Judge that he (Ram) was not guilty (*Indirect*)

§ 58. The General said, 'Stand firm now, my right hands' (*Direct*)

- The General, addressing the soldiers as his right hands, told them to stand firm then (*Indirect*)

(B) REPORT OF A LETTER IN THE INDIRECT FORM

To

THE HEAD MASTER.

SIR,

I beg most respectfully to request that you will kindly admit me into the 1st Class of your school My Transfer Certificate is submitted for your inspection

Yours most obediently,
HEMANGSHU KUMAR RAY
(Direct)

Hemangshu Kumar Roy most respectfully requested the Head Master of a school to admit him (Hemangshu) into the 1st Class of that school He (Hemangshu) also said that his (Hemangshu's) Transfer Certificate was submitted for his (Head Master's) inspection (Indirect)

(C) REPORT OF A DIALOGUE IN THE INDIRECT FORM

Ram—Let us climb up the tree and get some ripe mangoes

Hari—That would be stealing You have some fine mangoes in your own garden Let us have some of those

Ram—Our tree is very high and I cannot reach the lowest branch

Hari—Well, I know the tree is high, but we will get at the fruits somehow

Reported into Indirect—Ram proposed to Hari that we (or they) should climb up the tree and get some ripe mangoes Hari said that it would be stealing, and saying that Ram had some fine mangoes in his (Ram's) garden, suggested that we should get some of those Ram said that his tree was very high and that he could not reach the lowest branch Hari replied that he (Hari) knew that the tree was high but said that we would get at the fruits somehow

Exercise 28

1 Convert the following into Indirect Narration —

He said to me, "I have passed the examination"

He said to him, "You have been pardoned"

The man said, "I will sign the deed if you pay me Rs 50"

We said to him, "The sky is clear, let us start"

The teacher said, "To-morrow is the day for Prize-giving"

He said to me, "You are wrong in your method"

He said to me, "I will leave this place as soon you come"

He said, "The Earth moves round the Sun"

He said, "Virtue triumpheth in the long run"

He said, "God is the Supreme Ruler of this Universe"

He said to me, "What are you doing?"

Ram said, "What is the time now?"

Ram said, "Why were you absent?"

He said to me, "Where do you live?"

Ram said to me, "Be diligent and you will succeed"

Ram said, "Do not spit in the room"

He said to me, "Go out at once or I will kick you out"

He said to the teacher, "Excuse me, Sir, I shall be more careful in future."

He said to the servant, "Go to the bazar at once"

He said, "May you be prosperous in life"

He said, "May God pardon the vicious"

Ram said, "Good-bye, my friends! I will now start"

Ram said, "Alas! To lose my father so soon!"

He said, "A Daniel is come to judgment! O wise young judge, how do I honour you! How much elder are you than your looks!"

Portia said to Shylock, "Be merciful, take the money and bid me tear the bond"

"It is well you wish this behind her back, else you would have but an unquiet house," said Nerissa.

"Give me my money, and let me go," said Shylock "I have it ready," said Bassanio, "Here it is"

The Duke said to Shylock, "Get thee gone, then, and sign it; and if you repent your cruelty and turn Christian, the state will forgive you the fine of the other half of your riches"

"I wonder, child," said Nelson's grandmamma, "that hunger and fear did not drive you home" "Fear! grandmamma," replied the future hero, "I never saw fear what is it?"

"We must go on," said he, "remember brother, it was left to our honour"

"Well, Hardy" said Nelson, "How goes the day with us?" "Very well," replied Hardy, "ten ships have struck"

2 Turn the following into Direct Narration —

You promised that you would wear it till the hour of death. A giant said that he did not fear to die, for sorrow had made him weary of his life, but that a heavier task could not have been imposed upon him than to relate the events of his unfortunate life

The Queen asked Hamlet if he had forgotten who it was he was speaking to

Hamlet said to the Queen that she had done such a deed, that the Heaven blushed at it and the earth was sick of her because of it

The Duke asked Orlando if he believed, the shepherd-boy could really do what he had promised

And then she told him, she hoped he only spoke these words to her in jest

Nelson had signified to Blackwood that he depended upon him to keep sight of the enemy

Lord Barham desired him (Nelson) to say what ships and how many he would wish, in addition to the fleet which he was going to command, and said they should follow him as soon as each was ready

(J) CONVERSION OF SENTENCES

(a) Simple into Complex

59 Rule *Expand a word or a phrase in the simple sentence to a clause and it will be converted into a Complex Sentence*

Examples

- { Owing to illness, I could not attend (Simple)
- { As I was ill, I could not attend (Complex)
- { Ram does not know the place of his birth (Simple)
- { Ram does not know the place where he was born (Complex)

- { I believe in the existence of God (*Simple*)
- { I believe that God exists (*Complex*)
- { The sky being clear, we should start (*Simple*)
- { As the sky is clear, we should start (*Complex*)
- { The blind deserve your pity (*Simple*)
- { Those that are blind deserve your pity (*Complex*)

Exercise 29

Turn the following into Complex Sentences —

The boy is too poor to pay his school-fees Ignorance of law is no excuse His innocence has been proved He is a fool to have said so I have not gone home since the death of my brother The place of Homer's birth is disputed by seven cities Rising early is conducive to health His failure is certain The result was his promotion His kindness is apparent To condemn a man unjustly is wrong I do not know the reason of his failure Can you tell me the cause of his absence? Can you prove the truth of your statement? The General demanded the surrender of the garrison Honest men are trusted In his boyhood he was very wild Rise at dawn Walk in the evening Read at night Wait till my return Reaching home he sat down to dinner In spite of his failure he is cheerful Notwithstanding his riches, he is discontented For your absence you are fined That is the most prudent step Have you any money to spare? His conduct is praiseworthy Shew me the way to the Court He acts wisely A burnt cow dreads the fire Respect your superiors He is not a man to be trusted Proud men are despised

(b) Complex into Simple

60 Rule Use some word or phrase in place of the Subordinate Clause of the Complex Sentence, and the Complex Sentence will be converted into Simple

Examples

- { I know he is a good boy (*Complex*)
- { I know him to be a good boy (*Simple*)
- { He is so fickle that he cannot be trusted (*Complex*)
- { He is too fickle to be trusted (*Simple*)

- { Though he abuse me, I will not take offence (*Complex*)
In spite of his abusing me I will not take offence
(*Simple*)
- { If he had not helped me I would have failed (*Complex*)
But for his help I would have failed (*Simple*)
- { You should wait here until I return (*Complex*)
You should wait here till my return (*Simple*)

Exercise 30

Turn the following into Simple Sentences —

(a) I don't think it is right to adopt this course of action. It was you that I was laughing at. He would do if you asked him to do so. It is doubtful whether he will succeed. I can make it clear to you that I am innocent. If I can sell my milk at a good price, I may buy a hen. [*Entrance Ex. 1871*]

(b) 1880 If you think a little on the matter you will find out where you are wrong When you have some leisure tell me what people are saying in the town When a man lays out his plans for the future he cannot tell how they will turn out

(c) 1893 There will be no good in your going to College if you do not study diligently Did you hear of the death of your friend while you were in town? Can you tell me why you went there?

(d) That he is intelligent is pretty clear. Men, who are brave, protect the weak. As he walked by the river he was attacked by a tiger. Never assert as true, what you cannot prove. This is the place where I was born. We believe that he is innocent. When you reach home tell your father that I have safely returned. When any one speaks you must not interrupt him. If any one strikes you on the cheek, give him the other cheek.

(c) Simple into Compound

61 Rule Expand words or phrases to Co-ordinate-Clauses and the Sentence will be Compound

Examples

- { He must speak the truth, or he will be expelled.
(Compound)
- { He must speak the truth to escape being expelled.
(Simple)
- { He is rich, but he is not happy. (Compound)
- { Notwithstanding his riches, he is not happy (Simple)
- { The school broke and the boys left for their homes.
(Compound)
- { The school being broken the boys left for their homes
(Simple)
- { The boys found no teacher and began to quarrel
(Compound)
- { The boys finding no teacher, began to quarrel.
(Simple)
- { The bank suspended payment and the creditors were ruined (Compound)
- { The bank having suspended payment, the creditors were ruined (Simple)

Exercise 32

Q Turn the following *Compound* sentences into *Simple*

The cat looked very wise and broke the cheese into two parts To this Tiny agreed and so they ran off The king expressed his regret and promised to be sympathetic He is very ill and therefore unable to do the work Confess your crime and ask pardon or you will be fined Check your passions or you will be enslaved by them You must take care of your son or he will go astray He is very old but has still a good sight The bank broke and many men were ruined Fools buy books and wise men read them They were defeated but not disheartened He spoke for an hour and was listened to with great attention First seek the kingdom of God, and everything will be given unto you

(e) Complex into Compound

63 Rule Make one or more Subordinate clauses co ordinate with the Principal clause, and this or one of these should be placed first.

Examples

- { As he is weak he cannot run (*Complex*)
- { He is weak and therefore he cannot run (*Compound*)
- { I am certain that he has come back (*Complex*)
- { He has come back and I am certain of it (*Compound*)
- { Though he is poor he is not dishonest (*Complex*)
- { He is poor but he is not dishonest (*Compound*)
- { When morning began to dawn, we started (*Complex*)
- { Morning began to dawn and we started (*Compound*)
- { As you are ill, you may take rest (*Complex*)
- { You are ill, and therefore you may take rest (*Compound*)

Exercise 33

Q Turn the following from Complex into Compound sentences —

I have got the book, that was lost If you do not help me, I may fail The British king cannot impose taxes unless the Parliament consent If he delays, he will miss the train As soon as the teacher came, the boys took their seats As the bell rang, the boys went away. If you trust me, you will not be cheated He could succeed, if he tried The enemy fled, as soon as we commenced firing Unless he mends his ways, he will run into debt Though he slay me, yet will I trust in him Unless you hold your tongue, you will be fined He felt tired as he had to work more than usual Where ignorance is bliss, it is folly to be wise

(f) Compound into Complex

64 Rule Make the second Co-ordinate clause, the *Principal sentence*, and the first Co-ordinate clause, the

Dependent clause, and the Compound sentence will be converted into *Complex*

Examples

- { He was tired and therefore took rest (*Compound*)
- { He took rest, as he was tired (*Complex*)
- { Go out, or I will kick you (*Compound*)
- { I will kick you if you do not go out (*Complex*)
- { Control your son, and I will do mine (*Compound*)
- { If you control your son, I will do mine (*Complex*).
- { His father died and he became hopeless (*Compound*)
- { When his father died he became hopeless (*Complex*)
- { Be honest and you will succeed in life (*Compound*)
- { If you be honest, you will succeed in life. (*Complex*)

Exercise 34

Q Turn the following Compound sentences into Complex :—

He is poor but honest Speak the truth or I will kill you
 Fire is a good servant, but a bad master Take care of the
 pence and the pounds will take care of themselves The book-
 seller will either exchange the book or return the price
 He arrived in time, or he would have missed the train
 Knock, and the gate will be opened He could not accom-
 pany me, but gave me a guide He was a fool or he would
 not have acted like a mad man Kings may conquer foes,
 but they cannot conquer their passions

CHAPTER XI

SYNTHESIS OR COMBINATION OF SENTENCES

A Combination of Simple Sentences into a Single Simple Sentence

65 **Rule** Keep one Simple Sentence as it is and reduce the others into Phrases This may be done in the following ways

(a) *By using Participles —*

{ *Separate* He saw a tiger. He ran away
 { *Combined* Seeing a tiger he ran away.

{ *Separate* He took his books He came to school
 { *Combined* Taking his books, he came to school

(b) *By using Infinitives —*

{ *Separate* I have two sons They must be educated
 { *Combined* I have two sons *to be educated*

{ *Separate* I will go to the bazar I will buy cloth there
 { *Combined* I will go to the bazar *to buy* cloth

(c) *By using Prepositions with Nouns or Gerunds —*

{ *Separate* He must pay me Then he can go
 { *Combined* After paying me he can go

{ *Separate* Do this I will give you a reward
 { *Combined* On your doing this, I will give you a reward

(d) *By using Absolute Phrases —*

{ *Separate* The sun rose We started on our journey
 { *Combined* The sun having risen, we started on our journey

{ *Separate* The Sepoys fired We were frightened
 { *Combined* The Sepoys having fired, we were frightened

(e) *By using Nouns or Phrases in Apposition —*

{ *Separate* He speaks lies, This is a bad habit

{ *Combined* He speaks lies—a bad habit

{ *Separate* Aurangzeb killed his brothers This was very cruel

{ *Combined* Aurangzeb killed his brothers—a very cruel act

Exercise 35

Q Combine the following sets into Simple sentences —

(a) *By using Participles —*

1. I went to Calcutta yesterday I desired to consult a physician

2 I was absent from office I wished to take rest

3 He took a dagger He rushed at the burglar.

4 I met a friend I was then walking

5 He purchased land first He then built a house

6 I stood on the roof Then I clearly saw the star

7 I went home I took my dinner

8 The bull heard a noise The bull fled away

9 I came to the river I bathed

10 The dog plunged into the river It wished to catch a bird

(b) *By using Infinitives —*

1 He has four children He must educate them.

2 He has lost his father This has added to his difficulties

3 This is the only way You can regain your health by this

4 My children should be truthful I expect this

5 His house has been sold He had debts to be paid

6 Bind that man He must not escape

7 You should engage a private tutor He will coach you in English

8 Ram labours hard He has to pass an examination

9 The Inspector has come The inspection of the school is his purpose

10 The man apologised Matters were thereby made smooth

(c) *By using Prepositions with Nouns or Gerunds —*

1 I met a postal peon He had many packets with him.

2 Go to the riverside Take a pistol in your hand

3 I went home I found my brother ill

4 He made a promise He did so to gain time

5 I came to the station I wanted to catch a train to Calcutta

6 We started a fund It was called "Provident Fund"

7 The Police entered the house They searched every part of it

8 Ram's feats were astonishing Every one was astonished

9 Every one opposed him He did not swerve, from his progress

10 He gave me a slate He exchanged one with me

(d) *By using Absolute Phrases —*

1 The teacher went out The boys made noise

2 The night was very dark No one could see anything

3 The boy is very irregular He cannot be promoted

4 The examination was over The boys left the town

5 Nanak preached his religion No one forbade him

6 The Captain fainted He was severely wounded

7 The king was slain The soldiers were siezed with panic

8 He is very weak He is unable to attend office

9 The enemy yielded Peace was concluded

10 The plaintiff was absent The court dismissed the
 plaint

(e) *By using Nouns or Phrases in Apposition.*—

1 Cromwell assumed the powers of the king. He was
 Protector of England

2 Siraj-ud-Dowlah was the Nawab of Bengal He shut
 up the English prisoners in the Blackhole This was a suffo-
 cating prison

3 Bacon was Lord Chancellor of England He was
 accused of corruption

4 Lord Curzon presided at the Delhi Durbar He was
 the Viceroy of India

5 Mr Gladstone introduced a Home Rule Bill He
 was Premier of England

6 Clive effected many reforms He was Governor of
 Bengal.

7 He is not guilty of treason Treason is a heinous
 offence

8 He motored to Raniganj in 3 hours This is a capital
 feat

9 He swam across the English Channel This was a
 wonderful feat

10 I consulted Dr Charles He was an eminent surgeon

B Combination of Simple Sentences into a Com- pound Sentence

66 Rule Simple sentences may be combined
 into Compound sentences by the help of *Conjunctions*,
 or *Relative Pronouns* in a *continuative* sense

Examples

1 *Separate* He went home on the 10th He
 returned on the 18th

Combined He went home on the 10th and
 returned on the 18th

2 *Separate* He is rich. He is not proud

Combined He is rich but not proud.

3 *Separate* He may go himself. He may send his brother.

Combined He may either go himself or send his brother.

4 *Separate* Give him the orange He may cry

Combined Give him the orange or he may cry

5 *Separate.* Ram is intelligent He is playful

Combined Ram is intelligent but playful

6. *Separate* I will tell you a story You will find it interesting

Combined I will tell you a story and you will find it interesting

7 *Separate* Seek first the kingdom of God Everything will be given unto you

Combined. Seek first the kingdom of God and everything will be given unto you

8. *Separate* A cat is fond of milk A dog likes to prick a bone

Combined A cat is fond of milk and a dog likes to prick a bone

9. *Separate* An ant is a little thing in itself. An ant is a shrewd thing in an orchard

Combined An ant is a little thing in itself but a shrewd thing in an orchard

10 *Separate* I intend to go to Calcutta to-morrow I will remain there for a week

Combined. I intend to go to Calcutta to-morrow where I will remain for a week

Exercise 36

Combine the following sets of Simple Sentences into Compound Sentences —

1 A Nawab lived at Dacca He invited all the Europeans of the town to a dinner 50 gentlemen and 20 ladies attended it

2 There was a thick wood close by Queen Margaret plunged into it

3 She was sorely afraid all the while. She trembled from head to foot She knew the wood to be a hiding place, of robbers and outlaws,

4 The poor Queen fell on her knees She cried, She begged the robbers to spare the prince, her son

5 The tears of the Queen moved the heart of the robber-chief He took the prince in his arms He bade the Queen follow him He led them to a cave in the rocks Then he gave them food

6 Robert Clive was born in Shropshire in England in the year 1725 At the age of 20 years he came to India as a clerk in the East India Company's service Soon after he left that service Then he entered the army He defeated the Nawab of Bengal in the battle of Plassey, in 1757 He laid the foundation of the British Empire in India

7 A husbandman sowed some corn in his fields He had only recently done so Cranes came to eat the corn The husbandman fixed a net in his fields to catch the cranes
(C U — 1889)

8 The husbandman examined the nets He did so to see the number of cranes taken He found a stork among the number (C U 1883)

9 The monsoon failed The tanks became empty The rivers were dry The fields could not be irrigated No grain could be sown A famine was apprehended (M U 1888)

10 It is now 6 P M It is too late to start on our journey Let us postpone it till the following morning

C. Combination of Simple Sentences into a Complex Sentence

67 Rule One is to be kept as a Principal sentence, and the others are to be converted to Clauses These are then to be joined

Examples

1. *Separate.* Virtue has its own reward. This is certain.

Combined. It is certain that virtue has its own reward.

2. *Separate.* I will take up the work. I may tell you that.

Combined. I may tell you that I will take up the work.

3. *Separate.* I am weak in health. The Doctor will tell you so.

Combined. The Doctor will tell you that I am weak in health.

4. *Separate.* We reached a small village. It had only 100 houses.

Combined. We reached a small village which had only 100 houses.

5. *Separate.* The sound of a gun was heard. The deer at once entered the thicket.

Combined. When the sound of a gun was heard, the deer at once entered the thicket.

6. *Separate.* My friend came at 11 A.M. We then started for Calcutta.

Combined. My friend came at 11 A.M. when we started for Calcutta.

7. *Separate.* The king should have agreed to the measure. All his ministers advised him to do so.

Combined. The king should have agreed to the measure, when all his ministers advised him to do so.

8. *Separate.* An open foe may prove a curse. A pretended friend is worse.

Combined. Though an open foe may prove a curse, a pretended friend is worse.

9. *Separate.* Ignorance is bliss. It is folly to be wise.

Combined. When ignorance is bliss, it is folly to be wise.

10 *Separate* I had no sleep last night I am very tired to-day

Combined As I had no sleep last night I am very tired to-day

Exercise 37

Combine the following sets of Simple Sentences into Complex Sentences.—

1 You may sow much or little You will reap accordingly

2 A thief goes out stealthily He does not wish to be caught

3 Many things glitter All of them is not gold

4 He laboured hard He wanted to get the first prize

5 The school-bell rang All boys entered their classes

6 You have helped me in my distress I will do the same towards you

7 He possessed immense riches He never enjoyed peace of mind

8 Age lessens the enjoyment of life It increases our desire of living

9 Love your neighbours You want to be loved by them.

10 He is very happy He possesses health and wealth

11 You should always persevere You want success in life

12 Prosperity gains friends Adversity tries friends.

Exercise 38

Combine the following sets of sentences into single Complex sentences

1 The lion was once king of the beasts of the forest At last he became weak from old age He was unable to obtain food He felt he would die of hunger (C U—1883)

2 So he pretended to be sick He lay down at the mouth of a cave The beasts came to the cave to visit him

He used to entice them into the cave Inside the cave he killed them He devoured their bodies (C. U—1883)

3 I received a letter The next I was sitting in my room I was deep in contemplation A noise disturbed me At first I thought it came from my watch My watch I remembered was on the table in the bed room I found the noise came from a little insect That insect was called the death-watch (C U—1888)

4 It was thus that we heard the news A week before it arrived We were walking on the sea shore We were sad We were thinking over the chances of the war We saw a ship in the offing At first it looked to us like the vessel which we had long expected We recollected it could not be the Orion That ship could not have arrived so soon (C U.—1889)

5 Those events were occurring At that time the queen died by her own hands This was commonly reported The queen had been his sole partner in wickedness On her bosom he could sometimes seek a momentary repose from those terrible dreams She was unable to bear the remorse of guilt and public hate Those dreams afflicted them both nightly (C U—1896)

6 Athelstan was king of England He was one of the old Saxon Kings Cedric was a noble man He entered into a conspiracy with other traitors They intended to put Athelstan to death The plot was discovered The conspirators were put to death The King confiscated their lands (M U—1900)

7 A fox was tired and thirsty It had wandered about all day. It had nothing to eat or drink. It entered a vineyard It there saw bunches of grapes hanging overhead (M U 1899)

8 Warren Hastings was sent to a village school He was sent there as a child He learnt his letters there He sat on the same benches as the sons of the peasantry He ultimately became a ruler of India He was one of the most renowned among the rulers (M U—1903).

CHAPTER XII

ORIGINAL COMPOSITION

68 *Original Composition* means the *framing* of sentences from words, the framing of *paragraphs* from sentences and the writing of *Essays and Letters*, in the language of the pupil

69 A **Paragraph** is a connected series of sentences with unity of purpose **Essays and Letters** are species of original composition containing one paragraph or more In these cases *the thought and the language must be the writer's own*

70 A **Paraphrase, Reproduction, Summary and Substance** are species of Composition in the *language* of the writer, *but not in his own thought*

71 Before practising Original Composition of any kind, the student must have an accurate knowledge of *Punctuation* and the use of *Capital Letters* and *Articles* We would therefore deal with these first

SECTION I

PUNCTUATION

72 **Punctuation** is the method of *dividing* a sentence, by means of certain *signs* These are called *Points, Stops or Marks* The names of the stops and the signs used to indicate them are the following —

Name	Sign	Name	Sign
Comma	,	Parenthesis or	
Semi-colon	;	Brackets	() or []
Colon	:		or { }
Fullstop (Period)	.	Quotation Marks or	
Apostrophe	'	Inverted	
Interrogation	?	Commas	' ' or " "
Exclamation	!		
Dash or Hyphen	—		

73. The **Comma** indicates the *shortest pause*. The comma is used in the following cases

(a) Between Nouns or Pronouns in Apposition —as, George V, son of Edward VII, Emperor of India

(b) After Adverbial, Infinitive or Prepositional Phrases —as, Soon after his coming, we started. To be candid, I have cut the tree. In fact, he did not come.

(c) After the Vocative Case —as, My Lord, pardon me for my offence

(d) After an Absolute Construction —as, The dinner being over, we all came away.

(e) Before the Direct Narration —as, Ram said, 'I am ill'

(f) In Co-ordinate clauses of Compound sentences, when fully expressed —as, He came, he conquered, and went away

(g) Interjections, Adverbs *Yes, No*, and Conjunctions—*however, moreover*, should be marked off by commas.

74. **Semi-colon** indicates *greater pause* than the comma. It sets aside Co-ordinate Clauses in Compound Sentences and also Clauses which are connected by Illative or Alternative Conjunctions

75. **Colon** indicates the same pause as a Semicolon and indicates the pause more forcibly

76. **Fullstop** stands at the *close* of every Assertive Sentence and after *abbreviated* words in any part of a sentence e.g. B A, Rev, A D, P M

77. **Note of Interrogation** stands at the close of every Interrogative sentence

78. **Note of Exclamation** stands at the close of an exclamation or Exclamatory Sentence

79. **Apostrophe** shews that some letter or letters have been omitted

80. **Dash or Hyphen** is used when there is a break in the construction of a sentence

88 **Parenthesis** is used to enclose a Clause or Phrase, which is useful in explaining a sentence

82 **Quotation Marks** are used to enclose passages which are quoted

SECTION II

THE USE OF CAPITAL LETTERS

83 **Rule.** The first letter should be a **Capital Letter** in each of the following cases

- 1 The *first word* of every sentence
- 2 " " line of Poetry
- 3 " a Direct Speech
- 4 *Proper names*, names of *God*, names of *festivals*, and words derived from Proper nouns
- 5 Words denoting *days of the week*, *months of the year*, important *periods* or *events*
- 6 Words signifying *titles* and the *initial* letters of such titles
- 7 Names of *Political* parties, *Religious* bodies, and all *Societies* and *Associations*
- 8 Important words in the *title* of a book or of any *other Composition*
- 9 Names of *things* or *objects*, when *personified*
- 10 The pronoun *I* and the interjection *O*

Exercise 39

Punctuate the following using capital letters, where necessary —

(a) there said one of them pointing to the boy that proves what I was saying no respect is shown to old men in these days do you see that idle young fellow riding while his father has to walk get down he said turning to the boy and let your weary old father rest his weary limbs

(b) they had not gone very far when they met a company of women and children why you lazy old fellow they cried how can you ride while that poor boy can hardly keep pace by your side

(c) they had now almost reached the town when they met another man pray friend said he is that ass your own yes said the old man well you two fellows are better able to carry the poor beast than he is to carry you we will try said the farmer

(d) don't punish nobin he said it was i who whistled i had worked out the sum on my slate and in rubbing out the working i rubbed off the answer by mistake this made me whistle sir i did not mean to disturb the class or annoy you i cannot allow nooin to be punished for my sake it would be so mean and cowardly so saying the brave fellow held out his hand to be punished

(e) the teacher took the boy by his hand and said majid you have done right no one can doubt that you have spoken the truth and that you did not intend to whistle i cannot punish you after you have acted so nobly

SECTION III

THE USES OF ARTICLES AND THEIR OMISSIONS,

84. The Articles do not form a separate Part of Speech They are a class of Adjectives The Articles are *a* or *an* and *the* *A* or *an* is a form of the Numeral Adjective *one*, and *The* is a form of the Demonstrative Adjective *that*

85 *A* or *An* is called an **Indefinite Article**, because it does not define any particular thing as, a boy (any boy), an Eagle (any Eagle)

A or *An* is used before (1) Singular Nouns, (2) Plural Nouns preceded by *few*, *many* and *good many* and *great many* and (3) Numeral Adjectives such as *dozen*, *hundred* &c followed by Nouns

86 **Uses of The** (a) *Before familiar objects or things* as, The bridge, the garden, the gate

(b) *For Possessive Pronouns* as, Drag him by the arms Strike him on the head

(c) *The generalises, i.e., indicate a class of persons or objects* as, the rich, the poor, the industrious, the idle, the horse, the crow

(d) *The* is used before some Proper Nouns, as, names of rivers, seas, oceans, mountain ranges &c , as, the Indus, the Black Sea, the Atlantic, the Himalayas

87 The Article must be omitted in the following cases

(a) Before Abstract Nouns as, *Virtue* triumpheth at the end *Knowledge* is power

(b) Before Material Nouns as, *Gold* is a precious metal *Iron* is the most useful of all metals

(c) Before Collective Nouns as, *Posterity* will be benefited *Government* has passed orders

(d) Before Class Nouns as, Never has *man* spoken a greater truth Never did *master* get a better servant

(e) Before Nouns used in a descriptive sense

(f) Before Descriptive Nouns in Apposition as, Sultan Mahmud, Judge Parkar, General Wolfe, Sister Nivedita

CHAPTER XIII

88 To *paraphrase* a passage in Prose is to *give in your own words the meaning* of that passage To *paraphrase* a stanza in Poetry is to give its *prose order* first and then to give its *prose version* (or *paraphrase*)

89 *Hints on paraphrasing*

(a) *Recast* the passage, re-arranging its parts in the *proper syntactical order*, so as to make its construction *easier and clearer*

(b) Give the *exact* meaning of the passage neither *leaving* out a single thought nor *adding* a new thought

(c) Substitute *modern* prose expressions for all poetical, archaic and obsolete words or phrases

(d) Change the figurative language into simple language and the abstract terms into concrete ones

(e) Make the construction of the passage as simple and clear as possible, by changing (when necessary) the Direct to Indirect, the Active to Passive forms, the Simple to Complex or Compound, the Compound to Simple or Complex Sentences, and so on

SECTION I

FIGURATIVE LANGUAGE

90 *Figurative language* is used to impart *vividness and force* to the language. The Figures of Language mostly used are *Simile*, *Metaphor*, *Synecdoche* and *Metonymy*

91 *Simile* and *Metaphor* express resemblance. In *Simile* the signs of comparison are expressed, but in *Metaphor* they are omitted. So when we are to convert a *Simile* into *Metaphor* we are to take away the signs of comparison. *Metaphor* is therefore a *compressed Simile*

Examples

- 1 { He is like a lion in strength (*Simile*)
He is a lion in strength (*Metaphor*)
- 2 { As morning is the beginning of the day, so infancy
is the beginning of life (*Simile*)
Infancy is the morning of life (*Metaphor*)
- 3 { The Prime Minister is like a pillar supporting the
State (*Simile*)
The Prime Minister is the pillar of the State
(*Metaphor*).

- 4 { The king is as firm as a rock (*Simile*)
 The king has the firmness of a rock (*Metaphor*)
- 1 { Cut down the towering thoughts of your mind (*Metaphor*)
 Restrain your towering thoughts just as you cut
 down the branches of a high tree (*Simile*)
- 2 { Youth is the golden season of life (*Metaphor*)
 As gold is the most valuable of metals, so youth is
 the most valuable part of life (*Simile*)
- 3 { The camel is the ship of the desert (*Metaphor*)
 As a ship enables us to cross the sea, so by a camel
 we cross the desert (*Simile*)
- 4 { Knowledge dispels the darkness of ignorance (*Metaphor*)
 Knowledge illuminates the mind just as the sun
 dispels the darkness of the world (*Simile*)

92 **Personification** is that figure by which inanimate objects are spoken of as if they are living beings. It may properly be called Personal Metaphor as, Death reaps all, the murmuring brook, the sentinel stars

93 **Metonymy** (change of name) uses one word for another as,

(a) A *sign* or *symbol* of a thing for the thing itself as, the *Crown*, the throne (for royalty), *Cross* (for Christianity)

(b) The *container* for the *thing contained* as, He drank the *cup* The *city* rose in rebellion

(c) The *author's name* for his *works* as, He reads *Shakespeare*

(d) The *Instrument* for the *Agent* as, *Pen* (for author), *Sword* (for soldier), *Press* (for Newspaper Editors)

94 **Synecdoche** includes —

(b) A part for the whole, a species for the genus, and conversely A fleet of 30 *sail* He earns his *bread*

(b) An *individual* for a *class* as, A Daniel is come to judgment

(c) An *abstract* term for *concrete* and conversely as, His Holiness (*Pope*) There is a good deal of the *fox* in his character (*Cunning*).

(d) The *material* for the *thing made* of it as, The glittering *steel* (sword)

95 An Allegory is a series of comparisons, kept up throughout a composition, the object of which is to *teach some moral truth* as, The Pilgrim's Progress is, an *allegory* The allegory of *Sin and Death* in Paradise Lost

96 *Hyperbole* or *exaggeration* as, Pool of blood, sea of human heads

Exercise 40

1 Point out the figures of language in the following —

The world is a stage in which men are actors Fading like the leaf of a tree A genealogical tree Thy word is a lamp to my feet The righteous shall flourish like the palm tree Moon is the queen of night His words are like a dagger He has read Kalidas The Paper Mills of Raniganj employ 1000 hands He feeds ten souls every day The boy has seen 16 summers Religion forbids war The stars sing the glory of God A sin of the darkest colour Death is the universal reaper India is the brightest jewel in the crown of England Sailing over life's troubled main

2 Re-write in simple English so as to explain clearly all the figures of language in the following passages —(C U)

(a) Each substance of a grief hath twenty shadows,
Which shows like grief itself but is not so,
For sorrow's eye, glared with blinding tears,
Divides one thing entire to many objects,
Like prospectives, which rightly gained upon,
Show nothing but confusion

(b) Idleness is the rust of mankind while industry brightens our faculties like the used key.

SECTION II.

PARAPHRASE OF PROSE

97 **Rule** (1) *Remove* the figures of speech, (2) *transfer* and (3) *change* the phraseology

1 The crown and glory of life is character It is the noblest possession of a man, constituting a rank in itself and an estate in the general good will, dignifying every station, and exalting every position in society

Paraphrase As a crown adorns the head and makes it appear bright and beautiful, so good character adorns and glorifies human life Good character is the best property that man can possess It enables him to secure the good will of all men, he comes in contact with He is as much respected and honoured, as men holding high titles Good character makes a man, a respectable member of society and gives respectability to the post held by him

2 Integrity in word or deed is the backbone of character, and loyal adherence to veracity, its most prominent characteristic

Paraphrase As the backbone is the strongest support of the bodily frame, so honesty in speech and action strengthens and supports human character, and the quality which distinguishes it most, is strong and faithful attachment to truth

3 Habits are a necklace of pearls, untie the knot, and the whole unthreads

Paraphrase As pearls adorn the human body and enhance its beauty, so good habit adds to the beauty of human character The laxity in respect of one good habit results in a general confusion

4 Gentleness in society is like the silent influence of light, which gives colour to all nature It is far more powerful than loudness or force, and far more fruitful

Paraphrase (Unlike the other forces of nature, as,

wind, earthquake, etc.) light comes gently and makes all nature bright and cheerful in appearance, similarly gentle conduct produces a more favourable and lasting impression in society than loudness of speech and rudeness of behaviour

Exercise 41

Paraphrase the following —

1 There never existed a gentleman, but was lord of a great heart, and this may exhibit itself under the hodden gray of the peasant as well as under the laced coat of a prince

2 The poor man with a rich spirit is in all ways superior to the rich man with a poor spirit.

3 Believe me—trust to their words, the word of an English officer is a surer guarantee than the vigilance of sentinels

4 In his father's lifetime he used to visit at her house, when he thought, he had observed the lady had sometimes from her eyes sent speechless messages that seemed to say he would be no unwelcome suitor, but not having money to furnish himself with an appearance befitting the lover of so rich an heiress, he besought Antonio to add to the many favours he had shown him by lending him three thousand ducats

5 Then the accomplished Portia prettily dispraised herself and said, she was an unlessoned girl, unschooled, unpractised, yet not so old but that she could learn and that she would commit her gentle spirit to be directed and governed by him in all things

6 She spoke sweetly of the noble quality of *mercy*, saying that it dropped as the gentle rain from heaven upon the place below and how mercy was a double blessing, it blessed him that gave and him that received it, and how it became monarchs better than their crowns, being an attribute of God himself, and that earthly power came nearest to God's in proportion as mercy tempered justice

7 He has left us, not indeed his mantle of inspiration, but a name and an example, which are at this hour inspiring thousands of the youths of England, a name, which is our pride, and an example which will continue to be our shield and our strength

8 These sentiments, though they might well suit a prince, born and educated like Charles Edward, were too vague and visionary to gain the approbation of his council

SECTION III

PARAPHRASE OF POETRY

98 **Rule** (1) Remove the figures of speech and all archaic or uncommon words or constructions, (2) insert the words omitted, and (3) put the words in their proper order

Examples

(*From the Graves of a Household*)

- 1 They grew in beauty side by side,
They filled one home with glee,—
Their graves are severed far and wide
By mount, and stream, and sea

Prose Order Side by side they grew in beauty They filled one home with glee Their graves are now severed by mount, and stream, and sea, far and wide *Prose Version or Paraphrase* They grew up together in their youthful beauty, and were the merry inmates of a single household, but they died far away from one another and their graves are separated by rivers, mountains and oceans

- 2 They that with smiles lit up the hall,
And cheered with song the hearth—
Alas for love ! and if thou wert all
And nought beyond, O earth !

Prose Order They that lit up the hall with smiles and cheered the hearth with song Alas for love ! O Earth ! if thou wert all and nought beyond

Paraphrase Such is the fate of those, whose smiles once brightened their home, and whose songs once gladdened their fireside ! Ah, what a poor thing love would be if this world were everything and there were no life beyond it

- 3 O Blithe New-comer, I have heard,
 I hear thee and rejoice,
 O Cuckoo ! shall I call thee Bird,
 Or but a wandering Voice ! (*Cuckoo*—
 Wordsworth)

Prose Order O blithe new comer ! I have heard you (before) and (now) I hear you and rejoice O Cuckoo ! shall I call you a bird or a wandering voice ?

Paraphrase O cuckoo ! you are a gay visitor, just come, I heard your voice before, and again I rejoice to hear it, shall I address you as a bird or a voice, now heard here, now heard there ?

- 4 One by one the sands are flowing,
 One by one the moments fall !
 Some are coming, some are going,
 Do not strive to grasp them all
 (*One by One*—Anne Proctor)

Paraphrase The moments of our life pass singly like the sands in an hour-glass Moments come—moments go, do not endeavour to treat them as if they form one unbroken whole

Third Stanza (*One by One*)

Paraphrase Joys are sent to thee in this life by God, one by one, accept them thankfully, as they are given and be resigned to parting with them when they pass away

Eighth Stanza (*One by One*)

Paraphrase Each hour is like a link in a golden chain, let down by God from Heaven to Earth, as a sign of his connection with and interest in mankind Make use of each hour as it comes, lest if you neglect one, your pathway to Heaven will be interrupted before you have completed your journey thither from Earth.

Exercise 41

Turn to prose order and paraphrase —

- 1 There dwelt a miller hale and bold,
Beside the river Dee,
He wrought and sang from morn to night,
No lark more blithe than he,
And this the burden of his song,
For ever used to be,
I envy nobody, no, not I,
And nobody envies me "
- 2 I breathed a song into the air,
It fell to earth, I know where,
For who has sight so keen and strong,
That it can follow the flight of song ?
- 3 The sea, the blue lone sea hath one—
He lies where pearls lie deep,
He was the loved of all, yet none,
O'er his low bed may weep
- 4 " Oh father I hear the call of guns,
Oh, say what may it be "
" Some ship in distress, that cannot live,
In such an angry sea "
- 5 The salt sea was frozen on her breast,
The salt tears in her eyes,
And he saw her hair, like the brown sea-weed,
On the billows fall and rise
- 6 Sweet to the morning traveller,
The song amid the sky,
Where, twinkling in the dewy light,
The sky lark soars on high

N B —The student should write more exercises on *paraphrasing*, selecting passages from his text

CHAPTER XIV

REPRODUCTION, SUMMARY, SUBSTANCE

99 **Reproduction** is the process of writing (from memory) in your own words any story or narrative read or heard **Summary** is the process of expressing in a concise form the thoughts contained in a continuous narrative **Substance** is the method of giving a very brief sketch of a story or narrative, care being taken that no important points are omitted Thus *Summary* is a short sketch but *substance* is shorter still *Examples* —

e. Reproduction.

(1) KING CANUTE AND HIS COURTIER

Many many years ago when England was conquered by the Danes, King Canute sat on the throne He was such a good and wise, and noble king, that men called him, Canute the Great He ruled his subjects well He made the same laws for the rich and the poor, for the English and the Danes, and his people lived in peace, and loved him very much

Among his courtiers there were some who used to flatter him very much

One day when he was by the sea-shore, they told him that he was lord of the land and the sea, and that even the waves would obey him

"Will they?" said he "Then, bring out my chair and set it near the sea" So they brought out his chair and placed it on the sands when the tide was coming on

The king sat down and said, "Roll back thy waves, Oh sea and wet not my feet, for I am thy lord and master." But the waves came on and on, till they wetted the king's feet and clothes too

Then turning to the foolish men, he said, "See, how weak is the power of kings and men, the waves do not

heed them Give honour like this to God alone, for Him only do all things obey" From that day King Canute never wore his crown, but placed it in a church

Reproduction Canute, the Great, was King of England at the time of the Danish invasions He was a kind, wise and just ruler He made no distinction between the rich and the poor, and the English and the Danes He was therefore loved and respected by all classes of the people

Among his courtiers there were some flatterers One day when he was on the sea-shore, some of these told him that he was the lord of the land and the sea and even the waves obeyed his command "Is it so?" said the King. "Then bring a chair and set it on the beach" So a chair was brought and placed on the sands, when the tide was coming on

The King sat down and said, "Roll back, O sea, and wet not my feet, for I am thy Lord and Master" The waves heeded him not and his feet and clothes were wetted

Then turning to the flatterers the King said, "See how weak is the power of Kings! Give honour to God alone, for Him only do all things obey" Henceforth Canute did not wear his crown but placed it in a church

(2) THE FISHERMAN AND THE NAWAB

Once upon a time, a Nawab, who lived in Dacca, had invited all the European inhabitants of the town to dinner There was plenty of meat, game, vegetables and fruit, but no fish could be had On the evening of the feast, a fisherman came to the palace with a large *Rohit* fish, which, he said, he had caught in the river, and on hearing of the feast had walked all way, hoping to sell it

"How much will you take for the fish?" asked the Nawab "One hundred stripes on my bare back," said the fisherman The Nawab and his attendants were

surprised at this and tried to reason with him, but the man was firm and would take no money for the fish. He only said "I want one hundred lashes on my back, and I will not take off one from the hundred."

"Well, well," said the Nawab, "this fellow is mad, but as we must have the fish, so lay on the lashes lightly in my presence."

After fifty stripes had been given, "stop, stop!" said the fisherman, "I have a partner in this business and he must have his share."

"What! could there be another fool like you in the world?" exclaimed the Nawab. "Where is he to be found? Name him and he shall be sent for at once."

"You have not to go very far for him," replied the man. "He is at the gate. He is your Darwan. He would not let me come in with the fish until I agreed to pay him half of what I got for it."

"Oh, ho!" said the Nawab. "Bring him in at once, he shall have his share with the strictest justice. The Darwan was then brought in and received his share of the bargain. But this time the lashes were laid hard on his back."

The Darwan was, after this, turned out of the service of the Nawab, and the fisherman was rewarded.

Reproduction Once on a time a Nawab of Dacca invited all the European residents of the town to dinner. There was plenty of everything but no fish could be had. On the evening however, a fisherman came with a big *Rohit* fish and offered it for sale.

The Nawab's men enquired, how much he wanted for the fish. In reply the fisherman said, "One hundred stripes on my bare back." The Nawab and his men took the fellow as mad and tried to reason with him, but the man would take no money for the fish. Thereupon the Nawab's men began to give him lashes, but as soon as fifty stripes were gently given, the fisherman cried out, "I have a partner in this business and he must have his share."

"What ! Is there another fool like you ?" exclaimed the Nawab "Yes, sir," said the fisherman "He is your Durwan He would not allow me to come in, until I agreed to pay him half the price of the fish" The Darwan was called and fifty lashes were laid hard on his back He was then turned out but the fisherman was properly rewarded

3 TO THE CUCKOO (WORDSWORTH)

O blithe new-comer ! I have heard,
I hear thee and rejoice
O Cuckoo ! shall I call thee bird,
Or but a wondering voice ?

While I am lying on the grass,
Thy twofold shouts I hear
From hill to hill it seems to pass,
At once far off and near

Though babbling only to the vale,
Of sunshine and of flowers,
Thou bringest unto me a tale,
Of visionary hours

Thrice welcome, darling of the spring !
Even yet thou art to me,
No bird, but an invisible thing,
A voice, a mystery

The same whom in my school-boy days
I listen'd to, that cry,
Which made me look a thousand ways
In bush, and tree, and sky

To seek thee did I often rove,
Through woods and on the green
And thou wert still a hope, a love
Still long'd for, never seen !

And I can listen to thee yet
Can lie upon the plain,
And listen, till I do beget
That golden time again

O blessed bird ! the earth we pace,
Again appears to be
An unsubstantial, fairy place ,
That is fit home for Thee !

Substance The poet goes out into the field, hears the cuckoo, and is extremely delighted with its sweet notes, which are alternately short and long and can consequently appear to be alternately far off and near. He welcomes the bird as it reminds him of the happy days of his childhood. Even in his manhood the poet cherishes the same sweet fancies about the cuckoo, as he did in his childhood, when the bird appeared to him to be an invisible thing, a voice, a mystery, an object of hope and love always longed for, but never seen, lastly he blesses the bird for enabling him to think of this world as a mere dream-land, a fairy land, from which all thoughts of troubles and difficulties are absent and where there is only unalloyed happiness to enjoy

4 THE HAPPY LIFE

How happy is he born and taught,
That serveth not another's will,
Whose armour is his honest thought,
And simple truth his utmost skill !
Whose passions not his masters are,
Whose soul is still prepared for death,
Not tied unto the world with care
Of public fame or private breath
Who envies none that chance doth raise,
Or vice , who never understood
How deepest wounds are given by praise ,
Nor rules of state, but rules of good ,
Who hath his life from rumours freed ,
Whose conscience is his strong retreat ,
Whose state can neither flatterers feed,
Nor ruin make accusers great ,

Who God doth late and early pray,
More of his grace than gifts to lend ,
And entertains, the harmless day
With a well-chosen book or friend ,
—This man is freed from servile bands
Of hope to rise, or fear to fall ,
Lord of himself, though not of lands,
And having nothing, yet hath all

Substance He is the truly happy man, who is not born to serve another , whose conscience is pure and free , whose passions are under his control , who is always prepared for death , whom the vain honours and emoluments of the world cannot allure, who neither longs for the praise, nor is afraid, of the blame of his neighbours , who spends his days either with a good book or a well-chosen friend , and who kneels to God morning and evening praying rather for His mercy, than for temporal gifts

5 DEATH LEVELS ALL

The glories of our blood and state
Are shadows, not substantial things ,
There is no armour against fate ,
Death lays his icy hands on kings ,
Sceptre and crown
Must tumble down,
And in the dust be equal made,
With the poor crooked scythe and spade

Some men with swords may reap the field,
And plant fresh laurels where they kill,
But their strong nerves must at last yield,
They tame but one another still ,
Early or late
They stoop to fate
And must give up their murmuring breath
When they, poor captives, creep to death

The garlands wither on your brow,
Then boast no more your mighty deeds,
Upon death's purple altar now
See where the victor-victim bleeds,
Your heads must come
To the cold tomb,
Only the actions of the just
Smell sweet and blossom in their dust

Substance—No one can withstand the power of Death All earthly glory is but a shadow—a mere toy, which exists to-day, but may not be to-morrow Death levels distinction The king with his golden diadem, the hero with his laurel wreaths are huddled together with the beggar in the silent grave All is vanity save virtue, which defies the power of death and remains in unfading bloom for ever

6 THE GRAVES OF A HOUSEHOLD

- 1 They grew in beauty, side by side,
They filled one home with glee,—
Their graves are severed far and wide,
By mount, and stream, and sea
- 2 The same fond mother bent at night
O'er each fair sleeping brow,
She had each folded flower in sight—
Where are those dreamers now?
- 3 One 'midst the forest of the West,
By a dark stream, is laid—
The Indian knows his place of rest,
Far in the cedar-shade
- 4 The sea, the blue lone sea, hath one—
He lies where pearls lie deep,
He was the loved of all, yet none
O'er his low bed may weep

- 5 One sleeps where southern vines are dressed
Above the noble slain ,
He wrapt his colours round his breast,
On a blood-red field of Spain
- 6 And one o'er her the myrtle showers
Its leaves, by soft winds fanned
She faded 'midst Italian flowers—
The last of that bright band
- 7 And parted thus they rest, who played
Beneath the same green tice,
Whose voices mingled as they played
Around one parent knee !
- 8 They that with smiles lit up the hall,
And cheered with song the hearth—
Alas, for love ! if thou wert all ,
And nought beyond, O Earth !

Summary—The children grew up together and the same fond mother watched over them, but they died far away from one another. One is buried in the black woods of America, and another, the dearest of all, at sea, a third was killed in the Peninsular war in Spain while defending his regimental colours, and the fourth and last died of consumption in Italy. And thus those who played and said their childish prayers together, are buried apart. Looking back upon this household before its separation, we think what a vain thing love would be if there were no future life.

Substance—It is the story of the death of a family of four children, all of whom, after a youth spent together in their parent's household, died and were buried apart from one another, one in the blackwoods of America, another at sea, the third in a battle of the Peninsular war, and the fourth or last in Italy. As we think of the three brothers and their sister and their widely parted graves, love seems of little avail, were there no future life.

Exercise 42

Q 1 Reproduce the following —

(a) *From Grimm's Tales* (1) The travelling musicians (2) The waggish musician (3) The three children of fortune (4) The Elves and the shoe maker (5) Old Sultan (6) The Jew in the bush (7) The fox and the horse (8) The four clever brothers (9) The three sluggards (10) The mouse, the bird and the sausage

(b) *From the Legends of Ancient Greece and Rome* (1) The kingdom above the clouds (2) Two gifts from the Gods (3) The story of a sweet singer (4) The story of Perseus (5) A lock of purple hair

(c) *From Bengal Readers* (1) The Darwesh and the Camel (2) The tiger, the Brahmin and the jackal (3) The child's first grief (4) The Miller of the Dee, (5) Sir Salar Jung (6) Nasir Uddin

Q 2 Summarise (a) *From Lahiri's Select Poems* (1) The cuckoo (2) The echoing green (3) We are seven (4) The burial of Sir John Moore (5) The history of John Gilpin (6) The soldier's dream (7) Lucy Gray (8) The village blacksmith (9) The sands of the Dee (10) The scholar (11) To the skylark (12) Boadicea

(b) *From the Children's Treasury of English Song* (1) Cowper's address to his dog and the dog's reply (2) Casabianca (3) The loss of the Birkenhead (4) The reaper (5) Hohenlinden (6) The orphan children (7) The beggar maid (8) The poor blind boy

Q 3 Give the substance of—*From Bengal Readers* (1) My heart leaps up (2) The arrow and the song (3) No prison for the soul (4) King Bruce and the spider (4) Speak gently (5) The boy who saved the village tank

Q 4 Summarise from *Smiles' Self-help* (1) The story of the grant brothers (para 25) (2) The wreck of the Birkenhead (para 40)

Q 5 Summarise from *Lamb's Tales* The Merchant of Venice (paras 1, 35, 70)

Q 6 Give the substance of —

(a) In this life there are no gains without pains Life indeed would be dull if there were no difficulties Games lose their zest if there is no real struggle, if the result is a foregone conclusion Both winner and loser enjoy the game most if it is closely contested to the last No victory is a real triumph unless the foe is worthy of the steel Whether we like it or not, life is one continuous competitive examination (C U 1911)

(b) Our attachment to every object around us, increases in general from the length of our acquaintance with it "I would not choose," says a French philosopher, "to see an old point pulled up with which I have been long acquainted" A mind habituated to a certain set of objects insensibly becomes fond of seeing them, visits them from habit, and parts from them with reluctance Hence proceeds the avarice of the old in every kind of possession

(c) Sweet language will multiply friends and a fair speaking tongue will multiply kind greetings Be in peace with many, nevertheless have but one counsellor in thousand If thou wouldst get a friend, prove him first, and be not hasty to credit him, for some man is a friend for his own occasion, and will not abide in the days of thy trouble Separate thyself from thy enemies and take heed to thy friends A faithful friend is a strong defence and he that hath found such a one hath found a treasure A faithful friend is the medicine of life Forsake not an old friend, for the new one is not comparable to him, whoso casteth a stone at the birds, frayeth them away, and he that upbraideth his friend, breaketh friendships, for upbraiding, or pride, or disclosing of secrets, or a treacherous wound, every friend will depart

(d) Man is subject to innumerable pains and sorrows by the very condition of humanity, and yet we are continually adding grief and aggravating the common calamity by our cruel treatment of one another Every man's natural weight of affliction is still made more heavy by the envy, malice, treachery or injustice of his neighbour

(e) The fairest action of our human life,
 Is scorning to revenge an injury
 For who forgives without a further strife,
 His adversary's heart to him doth tie,
 And 'tis a firmer conquest truly said
 To win the heart than overthrow the head (C U)

CHAPTER XV

PARAGRAPHS

100 **Paragraphs** are of three kinds *viz*, *Descriptive*, *Narrative* with *Biographical*, and *Expository*. A **Descriptive** paragraph describes places, things and incidents—town, village, house, bridge, battle etc. A **Narrative** paragraph gives an account of events—Sepoy Mutiny, a journey etc. A **Biographical** paragraph gives an account of the lives of great men—Clive, Nelson, Vidyasagar etc. An **Expository** paragraph explains theories, truths, facts and principles—Law of Gravitation, the Earth is round, change of seasons etc.

101 **How to write a Paragraph** In the first stage of writing Original Composition, certain hints require to be given. These may be either *sets of questions* which suggest complete answers, or *outlines with notes*, or *bare outlines*.

SECTION I

PARAGRAPHS FROM SETS OF QUESTIONS

(1) A student's account of himself

Questions What is your name? Where do you come from? What caste and race do you belong to? What is your father's name? What is his occupation? Is he rich or poor? What arrangements has he made for your education? Have you a brother or sister? How old are they? How do you treat them? How do you behave towards your father? What school and class do you belong to? What are the subjects of your study? How do you get on? What is your position in the class? How did you do in the last Annual Examination? What is your daily routine of work?

Paragraph My name is Ramnath and I belong to Kundola, a rich village in the District of Birbhum.

I am a Bengalee Brahmin. My father, Babu Ashutosh Mukherjee is neither rich nor poor. He carries on a small trade. He has sent me to a High English school and supplied me with all the necessary books. I have a younger brother and a sister, aged 12 and 9 years respectively. I love my brother and sister and treat them with affection and kindness. I am always obedient and respectful to my father and I adore him as a god. I am a student of the 2nd class of the Birbhum Zila School. I have taken up Mathematics and Sanskrit as additional subjects. I am going on well with my studies and my teachers look upon me as the first boy in the class. I rise early in the morning and go to bed at 10 P M. I spend an hour in the morning and evening in walking. I devote 6 hours to study at home. I attend school from 10 A M to 3-30 P M. I take the name of God when going to and rising from bed.

2 An account of the school you read in

Questions What is the name of the school? When was it started? When was it recognised by the University? In what part of the town is it situated? Are its surroundings healthy? Is the house brick-built or a thatched bungalow? Is it one storied or two storied? How many rooms are there? Are the rooms spacious and well-ventilated? How many classes are there? What is the total number on the roll? What are its working hours? Is there any play-ground? How many teachers are there? Is there any Maulavi? Is there a hostel attached? How did the school fare in the last Matriculation Examination?

Paragraph I read in the Raniganj H E School, which was recognised by the University in 1888. It is situated at the southern extremity and in the healthiest quarter of the town. The school building has three blocks—all brick-built. It is two-storied with 17 rooms in the ground floor and 4 rooms in the first floor. Most of the rooms are spacious and well-ventilated. There

are 10 classes with sections in all except the first two. The number on the roll, is 508 (March 13). The working hours are from 10 A.M. to 3-30 P.M. There is a play-ground enclosed with masonry compound walls. The school entertains on its staff 20 teachers including a Maulavi. There is a hostel, containing 3 blocks for boys who have no local guardians. The school did well in the Matriculation Examination of 1912, 5 having been placed in the 1st Division and one having secured a junior scholarship.

Exercise 43

Q Write *paragraphs* from the following sets of questions —

(a) What do you see before you? (A flower garden.) Can you name some of the flowers of the garden? (Rose, jasmine, marigold, lotus.) Which is the best? (Rose.) Why do you specially mention the rose? What colour is it? What are its parts? Why is it loved and valued?

(b) What is that tall thing standing before you? (A tree.) Can you name the different parts of a tree? What are the roots for? What things are necessary for the growth of a tree? What part of the tree is called its trunk? What things do spring from the trunk? Of what use are the trees?

(c) Can you name any useful tree? (Cocoa nut tree.) What are its parts? How tall is that tree? Where do the leaves, flowers and fruits grow? Describe a cocoa nut? Of what use are the different parts of the fruit? Where does the tree generally grow? In what parts of India is it chiefly found?

(d) What is it that is grazing in the field? (A sheep.) Can you describe that animal? What does it feed upon? Where is it kept at night? How is wool prepared? What things are made of wool? How is the fat used? Of what use is the skin? What is the nature of the sheep?

(e) What do you see on the topmost bough? (A bird.) Describe a bird. How does the bird eat or drink? Name some sweet-singing birds? Which is the most beautiful bird?

(f) Where are metals found? Name some useful metals. What are the general properties of metals? (Ductility, malleability and fusibility.) What is ductility? What is malleability? What is fusibility? What is the most precious metal? (Gold.) What is the most useful metal? (Iron.) What things are made of iron?

SECTION II

PARAGRAPHS FROM OUTLINES WITH HINTS

1 **The Earth** *Outline with hints* —Shape (round like an orange), size (circumference)—the two ends (Poles)—diameters (Polar and Equatorial)—position (in relation to the sun)—its motions and their effects—its great masses of land and water (continents and oceans)

Paragraph The Earth is round like a ball or orange. Its circumference is 25,000 miles. Its two ends are the North and South Poles. Its Equatorial diameter is 7926 miles and the Polar diameter is about 7926 miles. It is a planet of the solar system. It has two motions *vis*, the Diurnal (daily) or rotatory motion, round its own axis causing the alternation of day and night, and the annual (yearly) or revolutionary motion, round the sun, causing the change of seasons. Its great divisions of land are the Continents of Asia, Europe, Africa, America, and Oceania and the great divisions of water are the Pacific, Atlantic, Indian, Arctic and Antarctic Oceans. It is the abode of animals and plants.

2 **The Ganges** *Outline* The source—course—mouth. Its tributaries—the towns on their banks—its usefulness and the Puranic story about it.

Paragraph The Ganges rises on the southern slopes of the Himalaya Mountains and after a course of 1560 miles enters the Bay of Bengal, forming a delta at its mouth. Its tributaries are the Jumna and the Gogra, the Sone, the Ramganga, the Gumti, the Kusi, the Karmanasa and others. The principal towns on its banks are Allahabad, Benares, Bankipur, Patna, Monghyr, Bhagalpur etc.

About 200 miles from the sea the Ganges separates into two great streams *vis*, the *Padma* flowing eastward and the *Bhagathi* flowing westward. It is said in the Purans, that Sagara, an ancient king of India had

many sons, who were all cursed by a Brahman sage. For the deliverance of these, Bhagiratha, a descendant of that king, went to heaven and brought Ganges (*Mandakini*) down to the Earth. The river is considered sacred by the Hindus and every year thousands of pilgrims bathe in its holy water on occasions of festivals.

Exercise 44

Q Write *paragraphs* based on the following *outlines* —

1 The house where you live *Outline*—A small pucca house—four rooms (three for sleeping and one store-room) 10 feet long, 6 feet broad and 10 feet high—fairly ventilated—dry—cannot sufficiently accommodate two married couples, five children and two widows—a kitchen with two compartments and a small verandah—a cowshed—no outhouse—a small garden of fruit trees—and a small tank adjoining—the tank is full of fish and supplies good drinking water

2 Your native village *Outline* Name and its meaning (if any)—position (District and Province—distance from a river or railway station) soil, scenery—climate—area—population—castes and occupations of the people—temples, school, dispensary, post office—historical importance, articles

The bazar of an Indian village *Outline*—Site—when and where held—seats of the traders (in rows under sheds thatched or tiled)—things sold (vegetables, roots, fruits and fish)—permanent sheds for shopkeepers and traders—special features (great noise, want of neatness, uncivil behaviour of the traders and the audacity of fisher-women—usefulness (suitable place for petty trade and social intercourse).

4. Sand *Outline*—A valuable building material—varieties (red and white sands)—sand and lime mixed (cement)—use in nature (filtration of water)

5 Glass *Outline*—Discovery (by the Phœnicians and Egyptians)—formerly used as ornaments, then in churches and public buildings, now on the glazing of windows (door and window panes)—chief centres of glass industry (New Castle and South Shields)

6 A Railway station *Outline*—situation, platform (paved with stone or brick) shed (tiled or covered with tin or iron sheets)—offices (station master's, booking, parcel, telegraph, goods)—the business done in each—waiting rooms (for European and Indian passengers—third class passengers and Indian women)—gates—overbridge—refreshment rooms—carriage stands—lighting at night

7 **An Earth quake** *Outline*—What it is (trembling of the Earth with a roaring noise)—cause (heat in the interior of the earth attempting to escape)—the shock (sometimes slight and for a second and occasionally violent and lasting for a minute)—benefit (metals come out with gases)—damage (disfiguration of the earth and destruction of animals, plants, cities etc., (Lisbon and Messina earthquakes)

8 **A Volcano** *Outline*—What it is—cause of eruption (pent up gases in the interior of the earth with melted metals trying to push up), classes—(active, intermittent extinct), description of an eruption—famous volcanoes (Etna, Stromboli, Hecla, Cotopaxi etc.)

9 **Coal** *Outline*—What it is (a mineral of vegetable origin, hardened by heat and pressure)—stages in formation (three—feet, lignite, coal) varieties (anthracite, bituminous and cannel)—mining process—seams or layers with shafts dug into pits—passages between lightened by gas or electricity—roofs supported by pillars or beams

10 **The Examination centre** *Outline*—Rooms (how many and how large)—seats (their arrangement and distance from one another)—desks (with roll) books or khatts for answers—distribution of question papers—superintendents and guards and officer in charge—their work—doors when opened—Answer papers (to whom delivered and when) stillness prevails—no foul play tolerated—time indicated by striking of gongs

11 **Write paragraphs on** 1 School requisites 2 Building materials 3 Human body 4 Bengalee character 5 Bengalee dress 6 An eclipse 7 A cyclone 8 A village in the rainy season 9 A village Patshala 10 A watchman 11 Air 12 Water 13 A Railway train 14 A Police station 15 Coins in India 16 Envelopes 17 Post Cards 18 A Dharamsala 19 A Public Library 20 A Museum 21 An Exhibition

CHAPTER XVI

FABLES AND STORIES

(1) THE HARE AND THE TORTOISE

Outline A hare ridicules a tortoise, for its slow speed—the tortoise challenges the hare to run a race—the hare accepts the challenge—they begin to run—the hare takes a nap on the way—the tortoise jogs on and reaches the goal—wins the race—Moral

(2) THE FROGS, DESIRING A KING

Outline Some frogs live in a pond—they ask Jupiter for a king—He gives a log—the frogs are alarmed—soon they find that the log is inactive and useless—they beg for an active king—Jupiter sends a stork—the stork devours them—Moral

(3) THE DOG IN THE MANGER

Outline. A dog lies on hay in a manger—an ox comes to eat hay—the dog would not move but snarled—the dog would neither eat nor allow others to do so—Moral

(4) ANDROCLES AND THE LION

Outline Androcles, a slave, ran away—entered a lion's cave and fell asleep—the lion came but did not attack him—the lion had a thorn in its foot—Androcles extracted it—they lived in the cave for some time—Androcles was recaptured—brought to Rome—condemned to be torn by wild beasts—A big lion was let loose—but the lion fawned upon him—this lion was the one with whom he lived in the forest—Androcles was released

(5) ALEXANDER THE GREAT AND HIS HORSE

Philip was king of Macedon—a Thessalian sold him a beautiful horse (the Bucephalus)—the horse would not allow any one to come near him—Alexander, son of Philip, stroked the horse and rode around. This horse carried him in all his conquests—the old horse, when old, died in India and was accorded a splendid funeral.

EXPANSION

(1) A hare, one day, ridiculed the tortoise for its slowness. The latter challenged the former to run a race. The hare accepted the challenge and asked the tortoise to select the umpire. The choice fell upon the fox, who fixed the goal. The race day having arrived, they began to run the race. The hare with its usual swiftness left the tortoise far behind and thought of taking a short nap. But it soon fell fast asleep. The tortoise, on the other hand, continued to walk with its slow pace steadily, and reached the goal far ahead of the hare. When the hare awoke, it could not find the tortoise behind, and sped with all its might. But to its utter amazement, it found the tortoise dozing comfortably at the goal, after the fatigue of the race.

Moral "Slow and steady wins the race."

(2) Some frogs, living in a pond, came to Jupiter, and entreated him to give them a king. Jupiter cast down into the pond a huge log and declared that it was their king. The frogs being terrified hid themselves in the depths of the pool. But when they found that the log was motionless, they came near and climbed upon it. They again came to Jupiter and said they did not want an inert ruler. Thereupon Jupiter sent a stork to rule over them. The stork devoured the frogs one by one, so that in a few days there were no frogs left in the pond.

Moral "Grumblers are never satisfied. They bring about their own ruin."

(3) A dog, seeking for shelter, found a stall filled with straw and lay down to rest. The ox, as usual, came to eat his meal, and finding the dog lying there, begged it to move away. The dog, partly for his wickedness and partly because he found himself safe and comfortable there, refused to leave the place, but on the contrary snarled to frighten him away. The ox rebuked the dog saying, "You, naughty creature, you will not eat the straw yourself, neither will you let those who can, eat it."

Moral "There are some people, who, like the dog in the manger, do not let others, have things which they themselves do not want."

(4) Androcles, a slave, ran away from his master and entered a forest. There he found a cave and lay down to rest. A lion came there but did not attack Androcles. The lion had a thorn in his feet and Androcles extracted it. They lived together for some time in the cave and the lion supplied Androcles with food. The lion was afterwards caught by a Circus party and brought to Rome. Androcles was also recaptured by his master and condemned to be torn to pieces by a wild animal. Androcles was thrown before a lion, but it so happened that the lion was the one with whom he had lived in the cave. The lion licked the feet of Androcles, to the amazement of all. Androcles told his story. He was released and rewarded with the lion as his companion.

Moral "Even beasts are grateful"

(5) A Thessalian brought his spirited horse, named Bucephalus, to Philip, king of Macedon, and offered him for a high price. The king purchased him, but the horse would not suffer any one to come near him. The king was in a fix, not knowing what to do with the horse. Alexander the Great, son of Philip, wanted the horse. He came to the horse, petted him, and rode on him several times round the race-course. This noble horse carried Alexander in all his conquests and

at last died in India Alexander was sorely affected
He gave the horse a splendid funeral

Exercise 45

Q. Write *stories* based on the following outlines —

1 **The Boy and the Wolf** *Outline* —A shepherd tends a flock of sheep—cries out "The wolf! the wolf!" for fun—the neighbours come to his help—the shepherd laughs at them—once a wolf really comes—the shepherd cries for help—but no body comes—the wolf kills the sheep and also the shepherd

2 **The Grasshopper and the Ants** *Outline* —Ants are gathering corn in winter—a grasshopper, being very hungry, begs them for food—the ants ask what the grasshopper did in summer—the grasshopper replies that she sang—the ants advise her to "Go and dance now"

3 **The Fox and the Crow** *Outline* —A crow with a piece of flesh in its beak sits on a tree—a hungry fox wishes to have that flesh—the fox praises the beauty of the crow's plumage—but regrets that the crow cannot sing—the crow opens the mouth—the flesh falls down—the fox snaps it up and goes away

4 **The Horse and the Stag** *Outline* —A horse and a stag fight—the horse is defeated—the horse asks for a man's help—the man rides on the horse—drives the stag away—but keeps the horse to ride on

5 **The Lion and the Mouse** *Outline* —A lion sleeps and a mouse runs over him—the lion wakes and sets his paw upon the mouse—the mouse begs for life—the lion spares its life—the lion is caught in a net—growls in distress—the mouse comes—cuts the net by its teeth—the lion is released

6 **The Lion, the Bear and the Fox** *Outline* —A lion and a bear search for prey—find a dead stag—fight for possession—lie down for exhaustion—a fox finding opportunity flies with the stag—the lion and the bear say, "Fool we are, we fought to fatten a rogue"

7 **The Lion and the Fox** *Outline* —A lion, too old to hunt, pretends illness—beasts come to enquire of his health—are devoured—the fox detects the trick and goes away

8 **The Crow and the Pitcher** *Outline* —A crow is thirsty—finds a pitcher—the water in the pitcher is beyond its reach—the crow finds out a means—throws pebbles in the pitcher—the water rises—the crow drinks it

9 **A Man and a snake** *Outline*—A snake half-frozen lies on the road—a man takes it home—warms it by fire—revives it—the snake attacks the man's child—the man kills it

10 **The Fox without a Tale** *Outline*—A fox had his tail cut off—thought of his disgrace—hit upon a cunning device—called a meeting of the foxes—proposed that they should all have tails cut off, as they were very inconvenient and troublesome—an old fox said, "You would not say so, if you had any chance of recovering your own tail"

Q 2 Write stories on the following —

- 1 The ass carrying salt 2 The boys and the frogs
- 3 The wolf and the lamb 4 The wolf in sheep's clothing
- 5 The ass in wolf's skin 6 The fox in lion's skin, wishing to be king
- 7 The hunter and the horseman 8 The vine and the goat
- 9 The widow and her little maidens 10 The ox and the frog
- 11 The old woman and the physician 12 The ant and the dove
- 13 The cat and the cock 14 The wolf and the lion
- 15 The lion and the farmer 16 The wild ass and the lion
- 17 The eagle and the arrow 18 The kite and its mother
- 19 The lion and the boar 20 The mice in council
- 21 The one eyed doe 22 The lion in love
- 23 The thief and the house dog 24 The wolf and the house dog
- 25 The hart and the vine 26 The father and his sons
- 27 The dog and the shadow 28 The farmer and the stork
- 29 The mountain in labour 30 The fox and the goat
- 31 The ass and his shadow 32 The fox and the wood cutter
- 33 The monkey and the fish-net 34 The lion and the shepherd
- 35 The panther and the shepherds 36 The king's son and the painted lion
- 37 The thief and his mother 38 The belly and the members
- 39 The vain jackdaw 40 The astronomer
- 41 The lion, the wolf and the fox 42 The North wind and the Sun
- 43 The brother and the sister 44 The goods and the ills
- 45 The fox and the grapes 46 The man and his goose
- 47 The monkey and the cats 48 Mercury and the woodman.
- 49 The moon and the children 50 Hercules and the carter.

CHAPTER XVII

ANECDOTES AND MORAL STORIES

(1) NELSON'S FEARLESSNESS, WHEN A BOY

When a mere child, Nelson strayed in quest of bird's nests, from his grandmother's house, in company with a cow-boy, the dinner hour passed but the boy did not make his appearance. The alarm of the family was very great, for they feared that he might be carried off by Gypsies. At length, after a long search, it was found that he was sitting composedly by a brook which he could not cross. "I wonder, child," said the old lady, "that hunger and fear did not drive you home." "Fear! grandmamma," replied Horatio Nelson, "I never saw fear what is it?"

(2) NELSON'S SENSE OF HONOUR

Once after the winter holidays, when Nelson and his brother William set off on horseback to return to school, they came back because there had been a fall of snow. "If that be the case," said the father, "You certainly shall not go, but make another attempt, and I will leave it to your honour. If the road is dangerous, you may return, but remember boys, I leave it to your honour." The snow was deep enough to have afforded them a reasonable excuse, but Horatio was not to be prevailed upon to turn back. "We must go on," said he, "remember, brother, it was left to our honour."

(3) WELLINGTON'S HIGH INTEGRITY

Shortly after the battle of Assaye, the Prime Minister of Hyderabad, paid a visit to Sir Arthur Wellesley (afterwards the Duke of Wellington), and with the object of privately ascertaining what territory and advantages had been reserved for his master, the

Nizam in the treaty of peace, that followed that great battle, offered the General a very large sum of money. Looking at the minister quietly for a few seconds, Sir Arthur said, "It appears, then, that you are capable of keeping a secret?" "Yes, certainly," replied the minister. "Then so am I," said the English General, smiling, and bowed the minister out.

(4) HUMANITY OF EMPEROR FRANCIS OF AUSTRIA.

Once on a time, cholera was raging virulently in the city of Vienna and the people were dying in hundreds. One day, Emperor Francis, with an aide-de-camp was strolling the streets, when a corpse was dragged in a litter unaccompanied by a single mourner. The deceased was a very poor man and no body had ventured to follow the dead body, because the man had died of cholera. "Then," said Francis, "we will supply their place, for none of my poor people should go to the grave without the last mark of respect." The Emperor followed the dead body bare-headed and stood by the grave until all the rites were duly performed.

(5) ALEXANDER'S FILIAL PIETY.

Olympias, the mother of Alexander the Great, was a very ambitious and meddlesome woman. Alexander was sorry but never resented her interference. On the contrary, when Alexander conquered the countries of Asia, he sent her many presents, as tokens of affection and regard. He only begged that she should not interfere in state affairs but allow his Governor Antipater to govern in his absence. On one occasion she was unusually troublesome and Antipater wrote letters to Alexander complaining of her, very grievously. In reply Alexander only said, "Antipater doth not know that one single tear of my mother is able to blot out six hundred of his epistles."

Exercise 46

Q Write stories based on the following outlines —

1 **The Rat and Its Burden** *Outline* A vessel sails from New York towards Lisbon—in it rats multiply and commit mischief—the sailors burn sulphur—the rats unable to endure the fumes leave their holes and are killed—one, carrying an old blind rat on its back appears—the sailors are affected by the sight and allow them to pass in safety—even mean and despised animals afford a lesson of filial piety

2 **The Husbandman and His Sons** *Outline* A husbandman at the point of death advises his sons to pursue the business of agriculture—he speaks to this effect—all my property lies in my farm and vineyard—there is treasure somewhere in the ground—the sons conclude there is hidden money—dig every inch of the ground with application and diligence—they find no treasure—but the ground being stirred produces plentiful crops, which are as good as money

3 **Isaac Newton and His Dog** *Outline* Isaac Newton was of mild temper—He had a dog, Diamond by name—Newton goes out of his study—the dog jumped upon the table containing his writings and researches—overturned a lighted candle—all useful papers were burnt—Newton did not strike the dog but only said, “Ah, Diamond, thou little knowest the mischief thou hast done”

4 **Newton's Modesty** *Outline* Isaac made splendid discoveries in Science and Mathematics—Law of Gravitation—Laws of Motion—was very wise and learned—but humble and modest—when others spoke highly of his learning and discoveries, he said, “Others may say what they like about me, but to myself, I appear like a child picking up pebbles on the shore, while the vast Ocean of Truth lies unexplored before my eyes”

5 **Washington's Impartiality** *Outline* George Washington, President of the United States—had a friend—this man applied for a post—everybody thought he would get it—another candidate appeared—this man had thwarted the measures of the President—people thought this man had no chance—Washington gave the post to the latter He said, “My friend is always welcome to my house But as he is not a man of business, the post must be given to the other, a talented man, even though he is my political opponent *My private feelings have nothing to do in this case* As George Washington I would be kind to my friend, but as President, I must administer justice impartially”

2 Write stories on the following —

1 Gold as a witness 2 The diligent carpenter 3 The Jackdaw in borrowed feathers 4 The court and the

country mouse 5 Howard the Philanthropist 6 Sir Philip
 Sydney's self denial 7 Washington's love of truth, 8 The
 Moor and the Spaniard 9 The elephant and the tailor
 10 Themistocles and the Spartan fleet 11 Anapius and
 Amphinomus 12 King Alphonso of Naples 13 Socrates's
 forgiving spirit 14 Joan of Arc 15 Sultan Mahmud and a
 woman 16 The Russian nobleman and his servant 17 Judge
 and the Prince 18 Grace Darling 19 Rip Van Winkle
 20 Ichabod, the School-master

3 Amplify —

(a) It is a very good world we live in,
 To lend or to spend or to give in,
 But to beg or to borrow or get a man's own,
 'Tis the very worst world that ever was known (C U — 1912)

(b) Life is mostly froth and bubble,
 Two things stand like stone,
 Kindness in another's trouble
 Courage in your own (C U.—1913)

(c) A man's dog is stolen, the thief says he has bought it
 The owner says, "Take it out and see where it goes"
 It goes to his house

(d) Two boys, while digging a hole, find an old gold coin, in
 a beautiful state of preservation They discuss what they should
 do with it (C U — 1913)

CHAPTER XVIII

ESSAY WRITING

102 Matriculation students are not required to
 write elaborate essays, *i.e.*, essays in which great
 learning or loftiness of language is to be displayed It
 is enough if they can write English in a *simple, clear,*
and correct style. The requisites of a good style
 are —

(1) *Simplicity, i.e.*, expression of thoughts in plain
 and easy language Simple words, phrases and ex-
 pressions should be used instead of bombastic or high
 sounding words and complex sentences or expressions

(2) *Purity* The language must consist of pure English words and constructions. Foreign words, Latinised styles, colloquial phrases and slang expressions must not be used.

(3) *Clearness* Ideas are to be expressed in such a clear language that it can easily convey the meaning to the reader.

(4) *Accuracy* Words and phrases used should be exact. Wrong words and equivocal or ambiguous expressions must be avoided.

(5) *Conciseness* or *brevity* consists in expressing the thought with as few words as possible. Conciseness makes the language idiomatic.

(6) *Unity of thought and form* Sentences forming a paragraph should deal with only one fact. Unnecessary details must be omitted.

(7) *Logical order* Clauses and sentences should have proper connection with one another. Loose phrases or sentences destroy the beauty of style.

103 Hints on essay-writing

1 Use short sentences and write short paragraphs but let them vary in length.

2 Be vivid in your description of anything. For this, contrasts and comparisons may be introduced.

3. Say everything that is necessary on the subject, but always keep your aim clearly before you.

4 Be clear and concise in your remarks. Never write in a loose random manner.

5 Write a neat and legible hand.

104. General Directions

1 Think upon the subject carefully in order to get a clear and accurate idea of it, and collect all possible information.

2 Write down according to some definite plan, the several heads under which the subject is to be treated.

3. Note down the points that are to be discussed

4. Illustrate all these by short anecdotes, or sketches from history or tradition

105 Errors to be guarded against.

1 *Definitions*, except in the case of an elaborate essay

2 *Introductory* remarks by way of shewing one's humility to the Examiner and thereby exciting his sympathy

3 *Quotations* except from very familiar authors

4 Use of too many *metaphors, similes, interrogatory or exclamatory* sentences

5 *Repetitions* of words or ideas.

6 *Colloquial* phrases or *slang* expressions

7 *Foolish abbreviations*

106 Essays may be divided into *three classes, viz—*

(1) *Descriptive*, (2) *Narrative* with *Biographical*, (3) *Reflective* or *Expository*. If an essay consists of a description of some place or thing, it is called *Descriptive*. If it consists of an account of some event or life, it is called *Narrative*. And if it consists of some reflection or serious thinking of an abstract nature, it is called *Reflective*.

SECTION I

DESCRIPTIVE ESSAYS-

OUTLINES WITH HINTS

The Camel (1) *Use to the Arabs* (milk, flesh, fur etc), (2) *use in deserts* (carries men and luggage through deserts), (3) *its food and, drink* (dates or prickly grasses and water on the pouch), (4) *habits* (mildest, patient and most hard-working—furious when fatigued—walks 120 or 100 miles a day—breeds only

one offspring at a time—becomes full-grown at the age of six' (5) *who carry on trade* with its help (Arabians, Turks, Persians and Egyptians) (6) *its work in trade, commerce and human civilisation*

2 **The Ant** (1) *Shape and size* (triangular head—two stings—three parts of the body—strong jaws), (2) *varieties* (white and black), (3) *where found* (everywhere in human abodes), (4) *habits* (strong sense of smelling—live in swarms—skilful in building their houses, laborious), (5) *classes* (queen ants, labourer ants, idle ants—drones), (6) *uses*

3 **The Crow** (1) *What it is and where found* (everywhere), (2) *shape and size* (one foot and a half long—awkward and jet black—grey feathers at the neck), (3) *habits* (voracious, skilful, cunning—dirty—a bad omen), (4) *anecdotes*, (5) *use* (removes dirt—rotten flesh etc.)

4 **Rice** (1) *Species*, (2) *where chiefly grown* (India, China, Japan, etc.), (3) *how cultivated* (land ploughed and irrigated—seeds soon germinate—transplantation—removal of weeds—harvest and reaping—grains husked, boiled and dried), (4) *use as food*

5 **The Durga Poojah** (1) *What it is* (chief festival of Bengalee Hindus), (2) *celebration* (in Aswin or Kartic—Basantee Poojah in Chaitra, worship for 3 days with leaves, flowers offerings, sacrifices), (3) *preparation and enjoyment* (festive dress—holidays—amusements), (4) *effect on trade* (profit and grand sale of articles), (5) *Sastric interpretation* (Sakti destroying the Danavas and Asuras—fight with Mahishasura) (6) *effect on men's minds* (universal rejoicing and Bejoya benedictions)

6 **The Mohurram** (1) *Meaning* (chief festival of the Muhammadans in honour of the memory of Hussain, the grandson of the prophet) (2) *history* (contest between Azith, the Caliph of Bagdad and Hussain—protracted war—Hussain's fast and death), (3) *how celebrated* (Taziahs, grand procession—cry of

Hussain, Hussain—plain of Karbala—distribution of food and alms)

7. **Game of Cricket** (1) *What it is* (English game now played in India), (2) *how played* (flat ground—players, bats, wickets—distance of 22 yards runs—scores), (3) *effect on the body and the mind* (healthy exercise, teaching patience and perseverance)

8 **India Rubber** (1) *Discovery* (originally in South America—introduced into Europe in the 18th Century, (2) *process of manufacture* (milky juice of some tree dried and pressed), (3) *variety of uses* (boots, cloth, flam-beau etc).

THE CAMEL

It is said that the camel is created for the good of the Arabs. To a great extent this is true, for the Arab drinks its milk, feeds upon its flesh, gets clothes and tents from its furs, and travels across the desert with his family and luggage placed upon its back.

The camel is the ship of the desert. It passes without difficulty across deserts where there is no water, no shade, not even a single blade of grass, but which present one vast expanse of sand throughout. It has a pouch attached to its neck in which, water is stored up, and it can smell the existence of water even from the distance of a mile. It can subsist upon dates or prickly grasses for several days together.

The camel is the mildest and most hard working of all animals. It can walk without fatigue upon very hot sands for nine days, continually, travelling at the rate of 120 or 100 miles a day. And only when it is fatigued and very exhausted it becomes furious and wild, and comes to bite its master.

The Arab, the Turk, the Persian, and the Egyptian carry on an extensive commerce with the help of the camel. They gather together a large number of these useful animals and, placing huge loads on their backs, proceed to very distant parts of the earth. They do not require to be lashed, in order that they might go faster. They move on with the sound of musical pipes.

The camel does not breed more than one offspring at a time. At six years of age it becomes full grown and generally dies at the age of 40 or 50 years.

The camel has done immense work in the civilisation of mankind. Without the camel the intercourse of men and their

exchange of commodities would have been confined within small fertile districts, and the learning and wealth of the East would have been confined within itself. The camel is therefore a benefactor of man and a promoter of human civilisation

THE ANT

The Ant is an insignificant creature. It has a triangular head, six feet and two stings. An ant's body is divided into three portions, each connected with the other by a slender line. It has strong jaws. Some ants are black while the others are white.

Ants are found in all parts of this wide earth. They generally live in human abodes.

The ant's sense of smelling is very powerful. It can find out by smelling where its food is to be found. Ants live in swarms. When an ant has found out food it would go to the other ants to deliver the news and take them with it. Ants carry food in their mouths to their holes. If the food is in the middle of water, some of them will jump into the water and give up their lives in the attempt of forming themselves into a bridge. Other ants go along the bridge and carry the food from the place. Ants are very skilful in building their houses. The mounds which we meet with at every step are the roofs of their houses. Each mound is divided into compartments and there is proper order. There are several subdivisions among the ants. There are the queen ants, the labourer ants and the idle ants. The queen ants lay eggs out of which come out young ants in a month's time. The young ants grow larger and larger when a change takes place. They make a cocoon of silk round them within which they continue to sleep for 2 or 3 weeks. The labourer ants take great care of them, carry them to safe places and save them from excessive heat or cold. The queen ants and the drones just after their birth fly up into the air and they lose their wings when they fall on the ground. The idle ones die soon after while the others live for several years. Some ants make a kind of ant which gives sweet juice, which is drunk by the ants. The unity and laborious habits of ants are indeed deserving of imitation. They are ever ready to sacrifice their lives for some good cause.

Ants come to some of our uses. They remove bit by bit the flesh of animals or dead insects from human habitation. They save us from the biting of bugs, for if a bed full of bugs be trodden over by ants the bugs fly away in fright lest they are devoured.

THE CROW

The crow is a common bird, to be found everywhere The crow is of countless varieties

The crow is about one foot and a half in length It is jet black without gloss in any part of its body It has a patch of gray feathers about its neck which add to its awkwardness only It has two disshapen legs which have no symmetry with its body The breast of the crow is of ash colour Its hopping or flight is also awkward

The crow is very voracious. It subsists upon fruits, sweets, and flesh. Nothing from the carrion rotting upon the streets to the cabbage fails to be a dainty dish to it

It is very skilful and intelligent in its method Its sight is defective but to compensate this defect, God has made it excessively cunning It is for this reason that it is impossible to have a specimen of it It can understand forthwith when a trap is set up and all it does then is to frustrate the efforts Owing to its dirty habit, Orthodox Hindus regard it as an impure creature and the thing touched by it is at once purified or rejected It is also regarded as an omen of some disaster or death and when a crow is found cowering before a house at midday, the members of the house apprehend some disaster or death with anxious hearts It is also said that it is a favourite of Yama, the presiding deity of Hell, and the sinners have their eyes pecked out by its beak One or two illustrations will be sufficient to prove its intelligence and cunning Once a boy was going along a street with some sweets in his hand The boy in fun showed the sweets to a crow and when the crow drew near he poured it in his mouth, but the crow did not lose heart at it It perched, on the boy's head and began to peck at The boy in his childish behaviour began to cry out and the sweets came out of his mouth The crow ran away with the sweets

In Dacca the crow is employed by incendiaries in setting fire to the thatched cottages A charcoal is fastened at its feet, with a slender string Fire is then set to the charcoal The crow perches on a thatched cottage and being willing to throw the coal begins to jump The coal forthwith falls on the thatched roof and the whole cottage is burnt to ashes The same incendiaries have now to be employed for its rebuilding

The crow is Nature's scavenger in cities and villages It removes rotten flesh and other injurious things from the neighbourhood of human dwelling houses

RICE

The Rice plant is a kind of grass, which grows best in moist soil and low lands which are flooded at particular seasons. It is grown in abundance in India, China and Japan where it is used as the chief article of food. In England it is used for preparing pudding and for thickening soup.

There are several stages in the growth of the plant, each of which keeps the husbandman thoroughly engaged. In the first stage the land is ploughed several times and watered by irrigation. Seeds are then sown upon the land, which germinate within two or three days. They are then transferred to the soil which has been prepared for their growth. When the plants grow to a certain height, weeds and other obnoxious plants are to be removed from their place. The cultivator has to look to this particularly, till the arrival of the next stage. In the second stage which is the harvest time of it, the rice plants are reaped and tied up in sheaves. They are then carried in bamboo carts and kept in piles, which sometimes rise to a great height. They are then detached from the stock either by beating or by the cattle treading upon them. In the third stage the grains are husked and prepared for food, but before that is done, the grains are kept moist for some time, then boiled and dried in the sun. The husk is removed by rubbing the grains between flat stones or as in this country, by a wooden instrument, the *dhenki*. The grain can then be properly boiled and used as food.

THE DURGA POOJAH

The Durga Poojah is the grandest festival of the Bengalee Hindus. It generally takes place in the month of Aswin when the Goddess Durga and her attendant deities, Lakshmi, Saraswati, Ganesh and Kartic, are worshipped for three days with offerings of flowers, bael leaves, rice, plantains, sweet meats, cocoa-nuts and other fruits. ~~(He-goats, rams and buffaloes are sacrificed before the Goddess for the satisfaction of the demons.)~~ The proper time for worshipping the Goddess is in the month of Chaitra. Her worship in the month of Aswin dates from the time of Ram Chandra, who is said to have worshipped the Goddess in that month, with the object of getting power to conquer Ravana, the prince of demons. This demon was considered to be well-nigh unconquerable, and was a great favourite of the Goddess, having won her favour by his deep devotion to her.

Before the arrival of the Poojah the houses are cleansed and washed. Everything is then kept in its proper place. This being done, the mother, the sister, and the wife look anxiously for the arrival of her son, brother, and husband. And these people on the closing of their offices or schools in view of the

Poojah, make all possible haste in the purchase of clothes, dress, rich apparel, essences, and other valuables, and return home with the anxious expectation of seeing these dear ones, who naturally look up to them for support, comfort and enjoyment. The Poojah is spent in all mirth and gaiety, and happy is he who can take part in it with a whole mind.

The Poojah is also a pleasant occasion to the tradesman. They make the richest display of their goods and fancy articles and pray upon the ignorance or simplicity of their purchasers with a complaisant look and polished tongue. In fact what the tradesman gains on the occasion of the Poojah, gives him his livelihood and comfort for half the months of the year.

The Goddess Durga is looked upon by the Hindus as a manifestation of Sakti or the power of God. She assumes different forms at different times to destroy the Danavas or the workers of evil. (One of these, the Mohishasura, was in the habit of molesting the gods. He was a terrible enemy and the dwellers of heaven knew not how to get rid of him. The Goddess Durga in the shape of a heroine, well armed with all dazzling weapons and accompanied by her favourite animal (Vahan) the lion, marched against the ferocious Danava. The contest was a terrible one, but in the end the Goddess was victorious. It was this victory that marks the epoch of universal rejoicing and festivity amongst the Hindus.)

The Poojah has a very healthy effect upon the minds of men and upon the Hindu community at large. The poor widow, the bereaved mother, and the orphan boy, shake off for the time being their cause of sorrow or melancholy and join in the universal rejoicing, being led to believe that it is not proper to lament when the mother of the universe is amongst them. On the day of the Bejoja, after the images are thrown into the river the people fall to embracing one another forgetting all past misunderstandings. This is certainly a sight well worthy of being taken notice of by the preachers of philanthropy or universal brotherhood.

THE MOHURRUM

The Mohurrum is the most splendid festival of the Mahomedans. It is celebrated in honour of the memory of Hussain, the grandson of the prophet.

Muavia, the Caliph of Damascus, was friendly disposed to Imam Hussain. But when his son Azith, became Caliph of Damascus, he wanted to deprive Hussain of the possessions, he had inherited from the prophet. Hussain made a protracted war against the Caliph and was partially successful. But eventually Azith's soldiers surrounded Hussain and slaughtered him on the

plains of Kerbala It is said that he died after a fast of ten days, having been prevented from taking any food or drink during that time

The festival, which lasts for ten days on account of the 10 days' fast of Hussain, commences on the first day of the new moon of the month in which the Mohurrum is to be solemnised During the continuance of the festival, pious Mahomedans partake of no food during the day spending their time in lamentation and wailing upon the melancholy death of Hussain

Tall structures of bamboos, usually called the Taziahs, are constructed to represent the Mausoleum erected over the grave of Hussain on the plains of Kerbala The Taziahs are usually covered over with paper and magnificently painted and gilt On the occasion of the festival they are carried in magnificent procession, from place to place, while the Mussulmans chant elegiac verses in honour of Hossain and cry out in the most excited manner, "Hussain ! Hussain !" On the last day, the Taziahs are all carried to an open place, near some water which is supposed to represent the plain of Kerbala Here the structures are thrown into the water and the Mussalmans return to their homes to partake of the feast, prepared for them, after distributing portions of it to the poor

GAME OF CRICKET

Cricket is a national game of the English It is a manly game to which recourse may be had for the purpose of a healthy recreation To play at it a large piece of flat ground is required, a sufficient number of players, two bats, two sets of wickets and a ball Wickets are pitched at a distance of 22 yards, and while the bowler directs his ball by his arm, the batsman on the other side stops it or drives it into the field If the batsman fails to strike the ball and drives it fieldwards, he is to return the ball to the bowler, who again sends the ball towards the batter, but if the batsman succeeds in driving the ball back towards the bowler he runs at once to the opposite wicket and the other to his cricket, and this goes on until the ball has been returned to the bowler In this way the play is carried on, while the number of runs is recorded by the scorers against the name of the batsman, who gave the successful strike to the ball

The game has been of late, introduced into almost all parts of the civilized world, and it has also come to be common in India, where college students and school boys have formed themselves into regularly organised parties of players It is one of the healthiest of games, and in it all the parts and muscles of the body are fully moved and exercised Besides, it uncon-

sciously teaches the players to cultivate the virtue of patience and perseverance and while making the players sharp and prompt, it helps to give them a healthy recreation

INDIA RUBBER

India Rubber or Caoutchouc was not known in Europe until the beginning of the eighteenth century. It was a native of South America, whence it was originally brought to Europe in the shape of bottles, birds and other moulded forms. Nothing of its origin was then known except that it was of vegetable production.

Some time about 1735, the French Academicians discovered at Emeralds in Brazil, some trees, which the natives, called Heve. From this tree flowed a milky juice, which when dried up, proved to be what is called the India Rubber. When these trees are punctured a milky juice flows out, which, on exposure to air thickens into a substance of pure white colour, having neither taste nor smell. A thin coating of this juice is spread upon moulds made of clay, and is shaped into a variety of figures. These are then dried by exposure to the heat of smoke and fire. Layers are then placed over the first until the required thickness is got. When perfectly dry, the clay from within, is broken into small fragments by percussion and the pieces are taken out through the aperture, which is always kept for the purpose.

The natives of those parts of America of which this tree is a native turn the juice to a variety of purposes. Boots are made of it by the Indians, through which water cannot penetrate. The inhabitants of Quito prepare out of it a kind of cloth, which serves for them the same purposes as an oil cloth or as tarpauling does in this country. The people of South America fashion it into flambeaux, which, if two feet long and an inch a half in diameter, will burn for twelve hours, and emit a beautiful light.

Since the discovery of Caoutchouc in America, a similar juice has been obtained from trees growing in Asia, and this when dried up forms solid flat pieces, which are known as white India rubber.

Exercise 47

Q 1 Write descriptive essays based on the following outlines —

1 **The Monkey**—Description of its bodily make and appearance—its mode of life and habits in the free state—its food—its intelligence—its mischievousness—the monkey as a domestic pet

2 **The Horse**—A thick-skinned quadruped—where found—size and appearance—habits (wild or tame)—how captured—usefulness

3 **Iron**—A metal—where found—how worked—varieties—qualities—usefulness

4 **The Temple of Jagannath**—Introduction—description of the temple—Bhogmandir, Natmandir, Jagmohan, Baradewal—Idols Jagannath, Balabhadra and Subhadra—Ceremonies—Abhisheka, Rathajatra, Punarjatra, Snanajatra, Janmasthami, Doljatra &c—the Car Festival.

5 **India**—Introduction—boundaries—surface, mountains, plateaus, plains, rivers—climate—animals and plants—races of men—political divisions—Independent States, Feudatory States, British Provinces, Foreign Possessions—Government

Q 2 Attempt Descriptive Essays on —

(a) *Animals*—Lion, tiger, buffalo, ass, cow, cat, dog, bear, deer, hare, goat, rhinoceros and ox—Peacock, eagle, ostrich, lark, kite, owl, parrot—Cobra, crocodile, lizard, butterfly, locust, silk worm, alligator

(b) *Minerals*—Gold, silver, iron, tin, sand, coal

(c) *Natural Objects*—The Ganges, the Indus, the Himalayas, a volcano, the Shahara desert

(d) *Heavenly bodies*—The Sun, the Earth, the Moon, the Solar System

(e) *Natural Phenomena*—Eclipse, earthquake, rain, air, cyclone, rainbow, summer, winter, rainy season, tides, seasons of India

(f) *Plants*—Trees, rice, sugar-cane, mango, tea, rose, lotus, bamboo, cocoa-nut

(g) *Miscellaneous*—The Rathajatra, Kalipoojah—Dewali, Saraswatipooja, Doljatra, Janmasthami, Christmas, Jubilee, Balloon-ascent, a Circus, Hindu marriage, Mahomedan-marriage, an Indian village, an Indian bazar, an Indian game, Gymnastics in India, a forest, an Indian temple, the fruits of Bengal, the flowers of Bengal, Agricultural products of India, a river, football play and match, a boy's early life, holidays, the manufacture of paper, the Bengalees, the Postal system, an Indian jungle, Bicycle, Motor car, Railway station, Railway engine, Telephone, Museum, a school building, prize day, Durbar day Celebration, Mariner's Compass, Envelopes and post cards, the breaking out of fire, a deathbed scene, earthquake, Electric Telegraph, Calcutta International Exhibition, a student's routine of work, Town and country life, snakes, the

Tramway and car, Postage stamps, the snake charmer, early rising, pleasures of the country pure milk and its uses the fruits of India, the crops of India, a Police station, a Court of Justice

SECTION II

NARRATIVE WITH BIOGRAPHICAL ESSAYS

OUTLINES WITH HINTS

1 **A Journey by Boat** (1) *Introduction* (Journey by boat, very pleasant) (2) *The Journey* (from the Police-ghat of Baranagore to Shibpore to attend a marriage-ceremony) (3) *Sights seen* (Cassipore Mills, bathing ghats, temple of Madan Mohan of Bagbazar, the Hooghly Bridge, Howrah Station, Dockyards)

2 **The Sepoy Mutiny of 1857** (1) *Causes* (Annexation Policy of Lord Dalhousie—Railway and Telegraph—spread of English education and science, rumours and suspicions) (2) *Progress* (Punjab Sepoys at Meerut—Delhi Mahomedan Sepoys of Oudh and Lower Bengal rose in revolt, broke open jails, and massacred Europeans, ladies and children) (3) *Suppression* (Sir J. Lawrence suppressed the revolt in Punjab—Havelock and Outram relieved Lucknow—Nicholson and Hudson relieved Delhi—Sir C. Campbell relieved Oudh—Sir H. Rose met with opposition from the Rance of Jhansi, who fell fighting)

3 **Iswar Chandra Vidyasagar** (1) *Parentage and birthplace* (Born in 1820 at Birshing, in District Midnapore, of poor parents) (2) *Education* (Sanskrit College) (3) *Official career* (Head Pandit in the College of Fort William—Assistant Superintendent of Sanskrit College—Professor and Principal, Sanskrit College, Inspector of Schools) (4) *Charity and reforms* (three-fourths of income spent in charity—attempts for re-marriage of girl-widows and abolition of Hindu

polygamy) (5) *Educational work* (improvement of Bengali language—the Metropolitan Institution)

4 **Sir Syed Ahmed** (1) *Early life* (Birth in Delhi in 1817) (2) *Public service* (a Sub-judge—helped in the suppression of the Mutiny—member of Provincial and Imperial Legislative Councils, and the Royal Asiatic Society) (2) *Educational work* (Translation work and Anglo-Oriental College at Aligarh)

5 **David Hare** (1) *Early life* (a watch-maker) (2) *Reform and educational work* (A colleague of Ram Mohan Roy in reformation—Hindu College, Calcutta School Book Society—Jury and Civil Suits in the Supreme Court—Native Press—coolie emigration) (4) *Official career*—(A Judge of the Court of Requests)

SPECIMENS.

A JOURNEY BY BOAT

Journeys are for the most part troublesome and disagreeable. But a journey by boat is by far the most agreeable and pleasant

Having been a dweller on the bank of the Bhagirathee, I always took a fancy to travelling by boat. The invitation of a friend from Shibpore to attend the marriage ceremony of his brother, gave me an occasion to undertake such a journey. On a certain May morning, I hired a boat, and commenced my journey from the Police Ghat of Baranagore. It was a very cool and pleasant morning, and we were refreshed by gentle breezes coming from the east. A few minutes after, we came in sight of the Casipore Mills, the appearance of which bore a strong contrast to the small buildings on the opposite side of the river. Next came in sight the mills of Salkiah, and on the opposite side the bathing Ghats of the northern section of the Calcutta community. I got down at Kasi Mitter's Ghat and passing by the Tram depôt of Chitpore, came to see the Madon Mohun of Bagbazar. I spent the middle of the day in witnessing the worship of the idol and took to my boat again at 4 P M. The sun had by this time gone down, but the heat of the sun's rays was still keenly felt. Shortly after, I came to the Hooghly Bridge—that wonderful achievement of science and engineering, that stupendous monument of English glory in India.

I stopped a few minutes to realise the magnificence of the grand structure, but a big wave striking upon the boat we thought it was not safe to remain there any longer, so the Maji carefully and cautiously took the boat past the bridge and we came in sight of that splendid array of buildings which have got for Calcutta, the name of the city of palaces. On the other side of the river could be seen the grand Railway Station at Howrah and its splendid Engine sheds. I was told that this was the first Railway Station in India in point of traffic. As it was getting nearer and nearer evening the Maji rowed a little harder than before, and we passed on, silently admiring the ingenuity and genius of the English as displayed in the construction of their steamships, the Jetties for mooring them and the magnificent Dock yards for their construction. In the evening our boat stopped at the Shibpore College Ghat and we went to the house of our host, being led by a servant whom the kind gentleman had sent to the ghat to guide us to his home.

THE SEPOY MUTINY OF 1857

On the 10th May of 1857, the Punjab Sepoys, in the English Regiments at Meerut rose up in open rebellion against the British Government. It has been attributed to various causes by different writers, prominent among which are the following —(1) The Annexation policy of Lord Dalhousie (2) The overpouring of scientific improvements in the country, such as Railways and Electric Telegraphs, which bewildered the native mind (3) The spread of English education and science, which were supposed to undermine orthodox Hinduism. The insurgents broke open the jails, and rushing through the cantonments slaughtered every Englishmen whom they could find there. English ladies and children were most ruthlessly slaughtered and tormented. The English officers could do nothing that day but telegraphed to Delhi. The next day the Mahomedans of Delhi rose, and the English Government being unable to do anything against them, blew up the magazine. The revolt was spread, as it were, by magic through the N W Provinces, Oudh and Lower Bengal. In the Punjab, Sir John Lawrence had recourse to every severe measures of repression and was able to prevent the Sikhs from joining the rebels. There was nothing to fear from the Mahomedan in the Nizam's States, they being kept in check by Sir Salar Jung, the Prime Minister. The mutineers were led by Nana Sahib, while the English troops were under the generalship of Sir Henry Lawrence, Havelock, Outram, and Sir Hugh Rose. The student of History may well remember that the name of Nana Shahib is inseparably associated with the massacre of the Europeans at Cawnpur.

Havelock and Outram succeeded in relieving the European garrison at Lucknow, Nicholson and Hudson slew many of the rebels at Delhi and succeeded in putting the rest to flight. In Oudh, Sir Colin Campbell was at the head of the English troops, while Sir Hugh Rose led his troops to Central India, where he met with a fierce opposition at the hands of the Rani of Jhansi and Tantia Topi. The Rani fell in the battle in June 1858, and by April next the rebels were thoroughly reduced to subjection.



PANDIT ISWAR CHANDRA VIDYASAGAR

Pandit Iswar Chandra Vidyasagar, also known as Vidyasagar or Sagar, was born in 1820, at Birsing, a village in the district of Midnapur. His father Thakur Das Banerji was a poor man, but was nevertheless able to give his son a liberal education. In 1829, he was admitted into the Sanskrit College and prosecuted his studies there for about eleven years. The professors who taught him, being struck with his natural intelligence and sagacity, made bold to say that he would one day shine as the brightest luminary in all Bengal. On leaving College he became the Head Pandit in the College of Fort William on a salary of Rs 80 per month. In 1846, he was appointed Assistant Superintendent of the Sanskrit College in Calcutta, but he did not continue to hold that appointment for more than a year. Three years later he again came to Fort William as Head Clerk on a monthly salary of rupees 80 but in the course of the same year he was appointed a Professor in the Sanskrit College on a salary of Rs 90 per month. In the year 1851, he was appointed Principal of the Sanskrit College on a monthly salary of Rs 150, and while so employed he published several editions of Sanskrit Works and a few translations from Sanskrit into Bengali. In 1855, he was appointed Inspector of Schools in the districts of Hughli, Burdwan, Midnapur, and Nuddea, on a salary of rupees 500 per month. At this time he reformed and improved the old Pathsalas by introducing a new method of teaching for the beginners and published several useful text books for schools. He afterwards retired from Government service, and during his leisure hours published several important Bengali books. These editions brought him a large sum of money, which about the time of his death amounted to about Rs 3,590 a month.

Vidyasagar took special care to relieve the distress of the poor, comfort the unhappy, and encourage the virtuous. His heart was exceedingly tender, and he could not bear to see the sufferings or distress of his countrymen. There was no limit to his charity, and more than three-fourths of his income was spent on behalf of the poor and miserable. He always took a fatherly interest, in the orphans and helpless persons, and hundreds of people to-

whom he rendered assistance in life, became almost helpless on his death. The destitute condition and miseries of girl-widows deeply affected his generous mind and he laboured with a view to ameliorate their condition. He was partly successful in this but the movement had almost impoverished him, having involved him in a debt of Rs 4000. He also worked hard to improve the wretched condition of the Kulin girls, who are victims of Hindu polygamy, but in this he was not able to do much.

Vidyasagar was the father of modern Bengali literature. He laboured hard to improve the Bengali language, and the works written by him are regarded on all hands as the best models of modern Bengali literature. School-making was not a trade with Vidyasagar. He founded schools solely with the disinterested object of making education accessible even to a Bengali peasant with moderate means. He founded a first grade College, the Metropolitan Institution, which contains the largest number of students and which sends every year the largest number of candidates to the University Examinations. It is held in a magnificent three-storeyed building and teaches up to the M A standard. Public spirited men may do whatever they like to perpetuate the memory of this great man, but to us, humble citizens, the Metropolitan Institution is a stupendous monument of Vidyasagar's glory, more durable than brass or marble.

SIR SYED AHMED

Amongst our Mahomedan fellow-countrymen of culture and ability the name of Sir Syed occupies well deservedly the highest place. He was born in Delhi in 1817 and his ancestors held very high offices under the Moghul Empire. He held high offices under the British Government and eventually became a Subordinate Judge in the United Provinces. He rendered very valuable assistance to the British Government in the troublous times of the Sepoy Mutiny.

Nor was he less active in the other spheres of life. He carried on antiquarian researches and was a Member of the Royal Asiatic Society. He started the Translation Society of Aligarh and had several English standard works translated into Urdu. He started for England in 1869, accompanied by his illustrious son (afterwards Mr Justice Mahmud of the Allahabad High Court), and on his return he devoted his heart and soul to the cause of education among the Mahomedans. With this view, he started the Anglo Oriental College at Aligarh and this stands as a monument of his greatness.

For several years he was a member of the Provincial Legislative Council and also of the Imperial Legislative Council. In 1888 he was knighted and died in 1898.

DAVID HARE

The honoured name of David Hare is known to every Indian interested in the cause of education of his countrymen. It is not too much to say that he was the pioneer of English Education in India. Born in Scotland in 1775, he was brought up as a watch-maker, and coming to India in 1803, he followed that occupation for some years. But associating himself with Raja Ram Mohar Roy, the great Indian Reformer, he devoted his head and heart to the cause of Indian Education. In January, 1817 he started the Hindu College in Calcutta for the education of Indian youths, and later on founded the Calcutta School Book Society for the printing and publication of English and Bengali books.

Nor were his labours limited only to the cause of education. He worked also in other spheres of life to ameliorate the condition of the people. He devoted his earnest efforts to secure the repeal of some of the Regulations against the Native Press, to get the trial by jury for the civil suits in the Supreme Court, and to stop the emigration of Indian coolies to work in the plantation of Mauritius, Bourbon and the other islands. In recognition of his valuable services he was appointed by the Government, a Judge of the Court of Requests in 1838. But his life of usefulness and philanthropy was cut short by the violent hand of death. In 1842, he died of cholera. Public subscriptions were at once raised to perpetuate his blessed memory and a full-sized marble statue was erected between the Presidency College and the Hare School which still bears his name. He has left behind him a name and an example which will always be remembered by the citizens of Calcutta with feelings of profound respect and sincere gratitude. These are more durable than brass or marble.

Exercise 43

Q. 1 Write *Essays* based on the following *outlines*

1 A visit to a Factory or Mill (Raniganj Paper Mills)—The building and rooms for the different machines—raw materials out of which paper is made—the machinery (chief machine and other machines)—driven by water or steam—the kind of work turned out (varieties of papers and their quality and quantity—work people (number employed)—the rules of working, the state of their health and their wages—impressions of the visitor

2 The Royal visit to Calcutta. Arrival of their Majesties at 12-30 P.M. of 30th December, 1911 at the Prinsep's Ghat—Lt. Governor and the General Commanding Officer welcomed them, and the Representatives of all Public Bodies were presented—Processions and the route, (via Ellenborough course and the Red Road)—their Majesties in a state coach drawn by six magnificent white horses, the Dy. Commissioner of Police heading

—cheering throughout—school children saluted and people shouted 'God save the king'—arrival at Government House (reception by the Viceroy and Lady Hardinge and presentation of Officials and the Indian Nobility—Durbar, fireworks and entertainments

3 **Life of Mahomet**—Born in the sixth century A D naturally clever, with a religious bent of mind—Founder of a universal religion for idolators, Jews and lower class Christians—his wife was the first convert—became a Prophet, wrote the Koran in pure Arabic and made many converts—revolt at Mecca and his flight to Medina—takes Mecca and makes it the centre of his new faith—favourite doctrine of Islam—Died at the age of 63—regarded as the great Prophet of Allah (God)

4 **Ram Mohan Ray**—Parentage (born in 1776 of a high family)—education (liberal and according to Hindu doctrines)—travelled in Tibet, studied Sanskrit and published his work "A gift to Deists"—became the founder of Brahmoism—visited England in 1831—preached universal philanthropy—died at Bristol in 1833

5 **Dadabhai Naoraji**—Early life and education (educated at the Elphinstone College under the guardianship of his mother—Public life (Professor of Mathematics and Philosophy at the Elphinstone College)—Journalist (Rast Goftar)—Merchant (Partner in the Parsi firm of Messrs Cama and Co, in London)—Secretary to the East Indian Association—Prime Minister of Baroda—member of Bombay Legislative Council—President of the Indian National Congress—first Indian member of British Parliament

Q 2 Write essays on—Buddha, Narak, Kesav Chandra Sen, Raja Rajendra Lal Mitra, Krishna Das Pal, Bankim Ch Chatterji, Akbar the Great, Asoka, the Ramayan, the Mahabharat, the story of Sakuntala, George Stephenson, Sir Isaac Newton, the Delhi Durbar

Q 3 Write narrative essays on —A journey by rail, a pilgrimage to Brindaban or Benares or Mecca, the Spanish Armada, the battles of Panipat Alfred and the Danes, A journey to Tarakeswar, Boys' early life, Holidays, how to be spent

Q 4 Write essays on the following stories or fables —The fox and the grapes, the wolf and the lamb, the boys and the frogs, the tree as a witness, the gold as a witness, the lion and the mouse, the giant and the dwarf

SECTION III

REFLECTIVE ESSAYS

OUTLINES WITH HINTS

1 **Obedience to parents** (1) *Introduction* (The Bible, the Koran and the Hindu Sastias teach this noble maxim) (2) *Duties and responsibilities of parents* (to feed and educate the children and train up their minds) (3) *Duties of children* (to obey and respect their parents and to take care of them in their old age) (4) *Decay of obedient spirit in Bengal and its cause* (wrong ideas of liberty and false spirit)

2 **Punctuality** (1) *Meaning* (habit of doing work in time) (2) *It is the soul of business* (scholars, students, traders etc must all be punctual to achieve success) (3) *Unpunctuality among the Bengalees* (They are hasty in making engagements but generally slow in keeping them) (4) *Hopeful signs*

3 **Temperance** (1) *Meaning* (food and drink in normal quantities—excess of enough or too much animal food or spiced food is *intemperance*) (2) *Its benefit* (preservation of health—robust physique) (3) *Evil effects of intemperance*

4 **Perseverance** (1) *Introduction* (sticking to business until it is furnished—it is the mother of good luck) (2) Great persevering nations (The Europeans and the people of United States and Japan) (3) *Greatmen* (Napoleon, Sheridan, Beaconsfield) (4) Its powers (success and improvement in life)

(5) **Modesty** (1) *Introduction* (an ornament of the mind—it gives a decent covering to bad qualities) (2) *See Isaac Newton's modesty* (3) Its effects (makes man an agreeable member of society) (4) Its want among the *present generation*

SPECIMENS.

OBEDIENCE TO PARENTS

"Honour thy father and thy mother, that thy days may be long upon the land which, the Lord, thy God, giveth thee" is a noble saying of the Bible. And this has also been a constant teaching of the Hindu Shastras, and the Mahomedan books on religion. That being the case it is very natural and reasonable that we should obey our parents and show them proper respect. Our parents love us dearly, and are always prepared to sacrifice their enjoyments, comforts nay their lives for our sake. They supplied us with food and clothing and took every care of us when we were young and helpless, and without their kindness we might have died of want. It is therefore proper that we should always feel grateful to them and love them, and be ready to do all we can for their happiness.

The responsibilities of parents do not end with simply supplying their children with food and clothing. Their chief duty is to educate them and train up their minds properly with a view to form their character. They watch with keen interest the progress which their sons make in their studies, and try their best to give their daughters in marriage to suitable husbands. It is said that a Hindu mother desists from food when she has a grown up daughter to be given in marriage.

Such being the solicitude of the parents for their children's welfare, strict obedience to them is the least that can be expected from them. Therefore a person who is guilty of disobedience towards his parents must be looked upon as the most ungrateful creature in existence. He should be considered as a scum of society and held aloft for the derision of the public.

It must however, be borne in mind that all parents should not be implicitly obeyed. The thieves and knaves have sons and daughters as much as honest men. But it is certainly not desirable that their children should obey them or imitate their mode of life. In cases like these, though it is inconsistent with reason and morality to disobey our parents on earth, it should not be forgotten that there is another parent, who is superior to all earthly parents, and whose commands are to be constantly obeyed.

The Hindus have, from time immemorial been famous for their profound reverence towards their parents, and they are of opinion that disobedience to parents is sure of being punished with hell fire. But it is a matter of deep regret that throughout Bengal, there has been growing among children a spirit of disobedience and insubordination. This is perhaps due to the wrong ideas about liberty that have of late entered the heads of our youngmen. But this is certainly wrong on their part, for if they go on in that spirit of disobedience, they will turn out to be obstinate and

stubborn in nature and then at last they might become the very terrors of men—Napoleon Bonaparte used to say "First obey and then command" Our young men should take note of this, for it was the saving of the man who could afterwards come to the position of the highest command on earth.

PUNCTUALITY

Punctuality is the habit of attending to a business just in time. If a man does a piece of work exactly at the appointed time, he is said to be punctual. Nelson, the mighty naval warrior of England, used to say that a man must arrive at his place of business at least 15 minutes before the appointed time. He was also of opinion that his success in life was mainly due to his habit of punctuality. All great men are punctual and even in the smallest affairs of life they do not break the rules of punctuality.

Punctuality is the soul of business. It is absolutely necessary in the prompt performance of work. If a man opens his shop later than the appointed time, his customers go away to other shops to make purchases. So also when a trader comes to a Railway Station only few minutes before the departure of the train in which his mercantile articles are to be booked, he causes much annoyance and inconvenience not only to himself, but also to other persons with whom he has to deal. Similarly if a school boy attends his school after the business of the school is commenced, he loses his lessons for the time being, and if he goes on indulging in this habit, he becomes unsuccessful in passing the examination at the end of the year. It is therefore justly said that the large percentage of failures in the University Examinations of the present day, is due to the want of a habit of punctuality in our boys.

The Bengalees are generally in want of a habit of punctuality. They are generally very hasty in making engagements, but are almost always slow in keeping them. They put off business even when there is no necessity for it. Fortunately for ourselves, the genius of Western education has been instilling a spirit of punctuality in the minds of our University Graduates, and if this goes on steadily for several years there is yet a hope for the regeneration of our race.

TEMPERANCE

In the preservation of health every man requires a certain quantity of food. This food varies according as the man is young or old, and strong or weak. But there is with every man a certain amount of food, which may be called enough, and when

this enough is exceeded in the case of any man he is said to be intemperate. It is also worthy of note that no one should subsist upon a large proportion of animal food, or of very finely dressed or spiced food, for all such excesses are productive of bodily distempers, and if inordinately indulged, do the most serious injury to health.

In all matters connected with eating and drinking we should be strictly guided by prudence and temperance. A man who eats more than he requires is called a glutton, and he who is too much fond of delicate dishes, is an epicure. Therefore, if any person seeks enjoyment in eating and drinking, he greatly lowers himself in the estimation of the people.

It should also be borne in mind that there is scarcely any vice so much despised as gluttony. Its objects are low and vulgar, and its inevitable effects are to make its votaries no better than despicable creatures.

The effects of drinking intoxicating liquors are still more injurious to the constitution and the character of men. Under the influence of intoxicating drinks men commit the most outrageous actions, and even when they take a little of it, their talk becomes disconnected and foolish and they often say what they afterwards hesitate not to repent of. All young men should always be on their guard against intoxicating drinks or drugs, for taking a little will induce them to take more, and eventually a very obstinate habit will be acquired by them. Any man under the influence of liquor is despised as a drunkard by sober men and women alike. He cannot work steadily and can scarcely perform what he undertakes. He therefore loses his employment and becomes poor. His expense of buying liquors adds to his poverty. He gradually loses the esteem of his neighbours, and also the love and respect of his family. His home becomes a scene of misery, poverty and vice and his days are cut short by diseases and the most abject wretchedness.

PERSEVERANCE

Perseverance is the mother of good luck. There is nothing which perseverance will not do in any pursuit. Napoleon used to say "There is nothing like impossibility." The lives of all great men furnish numberless examples showing the power of perseverance in achieving success. The Europeans and the people of the United States, are constantly progressing and achieving success, because they are the most persevering people, while the people of Asia and Africa are wanting in perseverance and are therefore sunk in degradation and ignorance.

If we want success in any undertaking we must work steadily to the end. No undertaking is unattended with difficulties. Sheridan, the famous orator of England, attempted to make a speech in Parliament but failed and sat down in the midst of great discomfiture. His friends told him that he could not be an orator, and advised him to turn his attention to some other profession. He replied, "It is in me and shall come out," and he afterwards succeeded in becoming one of the most eloquent men of his time. The late Earl of Beaconsfield also broke down in the midst of his maiden speech in the House of Commons. He sat down in the midst of hisses, but he told the audience with some emotion, "I have begun several times many things, and often have succeeded at last. I shall sit down now, but the time will come when you will hear me." These words afterwards proved to be prophetic. We should not therefore be discouraged with disappointment, at the beginning of life. Things do not always pass on smoothly. The world is not a bed of roses. There is a sort of unevenness in everything that we see. Our hopes are liable to be frustrated at every moment of our lives. But we must not be daunted and discouraged. We must work steadily and perseveringly and success will be at our hands. We should always remember the noble lines of Longfellow —

"Trust no future however pleasant '
 Let the dead past bury its dead '
 Act—act in the living present '
 Heart within and God o'er head '

MODESTY

Modesty is an ornament of the mind. Without it our character is but a deformed thing. When we speak highly of ourselves, or when we talk too much of ourselves, we are sure to be laughed at. All our bad qualities are decently covered by modesty, while even the best qualities are in danger of being exposed if they are shown in a boastful spirit. We should therefore always feel and appear to feel very humbly of ourselves, and even when others praise us we should receive their approbation with humility. We should be still more ridiculous if we pretend to be learned scholars and meritorious persons, when in fact we do not possess a bit of knowledge or merit. Our pretensions are easily detected and then everyone would despise us more than he would do if we were in want of those qualities altogether.

The disposition to think too highly of ourselves and too lowly of other persons should be checked by all means in our power. This is generally the case with great men, for they are often found to be more modest than persons of inferior qualities. Sir Isaac

Newton was singularly known for his modesty. He used to say that he was like a child picking up pebbles on the seashore, while the Great Ocean of Truth lay unexplored before him. So like that great mathematician we must always think very humbly of ourselves. Our neighbours may be right in their opinions, though to ourselves they might appear to be absurd, and we may be wrong even when we consider ourselves to be perfectly right. Every man is but a part of the creation, each of whom has his own peculiar opinions and each of whom is as much entitled to think himself right as another. Every person should, therefore, know and act as if he knew that he might possibly be in the wrong.

Modesty, makes a man acceptable to all classes of men. The modest man is liked by everybody. He is always mild and respectful to those, who for their experience, knowledge, and social position are entitled to respect. Unhappily for ourselves this spirit of modesty is generally found wanting in our English educated youths. They have become proud, conceited, and vain-glorious, and have very low opinions of other persons. But it is hoped that with sound education among them, the habits of stubbornness and immodesty will disappear from among them when they will remember that since—

‘They call their fathers fools, so wise they grow their wiser sons, no doubt, will think them so’

Exercise 49

Q Write *Reflective* essays based on the following *outlines*

1 **Wealth**—General acceptance of the term—the duties of the wealthy—their opportunities of doing good to individuals and communities—the temptations of extravagant expenditure are to be avoided—wealth does not always lead to happiness—a competence preferable

2 **Novel-reading**—a recreation—improves our knowledge of language—conveys useful information—many read to kill time—within proper limits not to be objected to—must not interfere with the study of serious literature

3 **Travelling**—its object—the delights of visiting strange scenes and objects—some great travellers of olden times—modern modes of travelling—advantages of travelling—increase of knowledge—removal of prejudices

4 **Contentment**—No one so happy as the contented man—there are few persons who are contented—contentment is the result of simple tastes—mere possession of power, wealth etc., does not produce contentment

5 **Union is strength**—Introduction—illustrations of its power (the husbandman and the bundle of sticks, the Greek States against Persian invasion)—evil effects of want of unity—reflection

Exercise 50

Q. 1 Write essays on the following —

Commerce	Where there is a will, there is a way
Art of Printing	Too much familiarity breeds contempt
Newspapers	Knowledge is power
Railways	Every station in life has duties attached to it
Famine	Virtue is its own reward
Utility of Science	Female education in India
Choice of a profession	Self-denial
Duty towards teachers,	Influence of climate upon character
Caste system	Evils of desultory reading
Cruelty to animals	Superstition
Employment of time	Courage
Cleanliness	Arbitration
Climate	Cheap literature
Manners	History
Preservation of health	Geography
Advantages of passing the Matriculation Examination	Evils of early marriage
Force of example	The right use of money
Influence of discipline	Luxury
Study of Drawing	Idleness
British rule in India	Influence of poetry
Prejudice	Crime and education
Pride	Letter writing
Hope	Use of diaries
Cheerfulness	Duties of a citizen
Friendship	Love of Power
Economy	Revenge
Parental affection	Avarice
Industry	Fairy Tales
Charity	Castles in the air
Self help	The importance of good hand writing
Politeness	Manliness
Forbearance and forgiveness	Deafness
Temperance	The Zenana System
Truthfulness	Ambition
Company	Sources of happiness
Education	Bengali literature
Dress	Heroism
Decision of character	Vice brings its own punishment.
Home and clothing	Faith in God
Deafness	
Evils of slavery	
Honesty is the best policy	
Make the best use of things	

Duty to God	Prosperity brings friends and
Civilization	adversity tries them
Competition	Look before you leap
Success	Necessity is the mother of inven-
Trifles	tion
Presence of mind	Nothing venture, nothing have
Music	Penny wise pound foolish
Master and servant	All is not gold that glitters
Influence of good books	As you sow, so you reap
Public Libraries	Well begun, half done
School life	A stitch in time saves nine
Value of school games	Every man is the architect of his
Competitive Examination	own fortune
Solitude	Make hay while the sun shines
Value of books	Rome was not built in a day
Division of labour	Face is the index of the mind
Thrift	Patience and perseverance will
Instinct	overcome mountains
No place like home	Forgiveness is the noblest
The use and abuse of speech	revenge
A rolling stone gathers no moss	Anger is temporary madness
Murder will out	

CHAPTER XIX

LETTER WRITING

Letters may be divided into (1) Strictly official and demi-official letters, (2) Letters of friendship and affection, (3) Letters on love, courtship, and marriage, (4) Letters on business, (5) Petitions and Memorials

A letter usually consists of 5 parts, *viz* (1) Forms of date (2) Forms of address or salutation (3) Subject, or the body of the letter (4) Forms of subscription or conclusion (5) Forms of direction or address on the envelope

FORMS OF DATE

At the top of the first page and on the right hand side should be written the number of the house, the name of the street or lane where necessary, and below that the name of the place whence the letter is written, and the date (in the form) 5th January, 1891, or January 5th, 1891, or 5 January, 1891, or Dated, (place), the 5th January, 1891. The last form is used only in strictly official and business letters

In letters on business, sometimes abbreviated forms are used as 20-2 91 or 20/2/91 or 20 Feb, 1891 or 20th 2

FORMS OF ADDRESS

Forms of address depend upon the extent of familiarity or the degree of relationship between the writer of the letter and the person to whom the letter is written. They are either, Sir, Dear Sir, My dear Sir, or Dear Jogen Babu, My Dear Jogen Babu, My dear Jogen

SIR,—expresses the least amount of familiarity. It is used in *strictly* official letters and to strangers of all conditions

DEAR SIR,—expresses more familiarity than *Sir* (*Madam* is to be used in writing to a lady). It should be used to persons *known* to us but not familiar with us. In letters on business it is used in addressing well-known customers

MY DEAR SIR,—expresses the greatest amount of familiarity. It is used between two persons, known to each other, when the writer is inferior to the person to whom the letter is addressed. **MY DEAR JOGEN BABU** (Mr Smith) and dear Jogen Babu (Mr Smith)—express some familiarity while My Dear Jogen (Smith) and Dear Jogen (Smith) express the greatest amount of familiarity

TABLE OF ADDRESS

<i>Persons to</i>	<i>Forms of Address</i>
Father or Mother	{ Dear Father or Mother, My Dear Father or Mother
Brother or Sister	{ Dear Brother or Sister, My Dear Brother or Sister
Friends, equals known inferiors	or { Dear Gopen, My Dear Gopen or Gopendra Chandra
Merchants or Tradesmen	Gentlemen, Dear Sirs, Sirs,
Ladies	Madam, Dear Madam

BODY OF A LETTER.

HOW TO BEGIN STRICTLY OFFICIAL LETTERS

1 I have the honour to acknowledge the receipt of your letter or office No 31, dated the 5th January, 1894, and to state in reply that

2 With reference to (or referring to) your letter No ———, dated ———, I have the honour to (or I am directed to) state. .

3 In compliance with your request or the requisition contained in your letter No ———, of the 3rd January, I have the honour (or I am directed) to say or state

4 I am directed to acknowledge the receipt of your letter No ———, dated the ——— and to state in reply (This form is generally used by the Secretary to the Government or Secretary to a Public Body)

5 In forwarding herewith I have the honour to make the following remarks

HOW TO BEGIN DEMI OFFICIAL LETTERS

- 1 Your office No ———, of the 31st August, 1893
- 2 Kindly or please send me your Annual Returns
- 3 Be good enough to send
- 4 Will you kindly send

HOW TO BEGIN LETTERS OF FRIENDSHIP AND AFFECTION

1 I have not heard from you for two months and am therefore anxious to learn how you are getting on

2 I am very glad to learn that you are doing well

- 3 I was pleased to hear of your success
- 4 I have been expecting to hear from you
- 5 I was very glad to receive your letter
- 6 I am happy to learn that you have done well in the examination
- 7 Will you kindly lend me five books
- 8 Will you join us at a dinner party
- 9 It will give you much pleasure or you will be happy to learn

Under this head come letters to one's teacher, which may be begun thus —

- 1 I beg to request that you will be good enough to admit me
 - 2 I request the favour of your kindly granting me leave
 - 3 I am sorry to say that I am unable to attend school
-

HOW TO BEGIN LETTERS ON BUSINESS

- 1 Kindly send me the following articles
 - 2 I shall be obliged if you kindly send
 - 3 Please oblige me by sending
 - 4 Will you kindly send the following articles
 - 5 I beg to say or I regret to say that
 - 6 We beg to acknowledge the receipt
 - 7 We have much pleasure to inform or announce
 - 8 We beg to inform you
 - 9 We are sorry, or we regret
 - 10 Your No 1712 of 24th November, 1893 (used in Railway Correspondences)
-

HOW TO BEGIN APPLICATIONS FOR APPOINTMENTS

- 1 Understanding that there is a vacancy in your Office I beg to offer myself as a candidate for the situation
- 2 Having seen your advertisement in the *Statesman* for a teacher
- 3 With reference to your advertisement in the *Calcutta Gazette* of yesterday's issue
- 4 Having been informed (or having learnt) that there will be a vacancy
- 5 Hearing that some Excise Sub Inspectors will be wanted from the 1st of April next

FORMS OF SUBSCRIPTION

<i>Strictly Official Forms</i>	<i>(Less Formal)</i>	<i>(Dimin-Official)</i>
I have the honour to be, SIR,	I am, SIR,	Yours truly, (name)
Your most obdt servant, (name)	Yours most obediently, (name)	

In letters of friendship and affection, the forms are—

<i>Friendship</i>	<i>Affection</i>
Your most sincere friend,	{ Your most affectionate or loving son &c
Yours (most, very, ever) sincerely,	{ Yours most affectionately or lovingly

In letters on business, the forms are —

<i>Strictly formal</i>	<i>Less formal</i>
I have the honour to be, SIR	Yours most faithfully or truly, (name)
Your most obedient servant, (name)	

FORMS OF DIRECTION

In writing the direction on the Envelope, the *Christian name* or its *Initials* must be written first, and then the *Surname* in full. After this is to be written *ESQ*, and then the titles (if there be any)

(*Strictly official*) Form

A W (Christian name) SMITH, (Surname)
ESQ B A, C S (title)

Commissioner, Benares Division,
Benares

(*D O*) Form

A W SMITH, ESQ C S
Commissioner, Benares Dn.,
Benares

(*Ordinary*) Form

BAPU RAM LAL DUTT, M A
18, Beadon Square,
Calcutta

In business letters the form used is MR S C AUDDY,
Bookseller & Publisher,
58, Willington Street,
Calcutta

In letters to a clergyman the form used is 'The Rev R N Mitra' or 'Rev Mr Mitra,' Calcutta

SPECIMEN LETTERS

Strictly Official (The style must be formal, dignified and courteous)

(1)

No 3572

From

A W WALKER, ESQ B A, C S
Commissioner, Burdwan Division

To

The District Magistrate, Burdwan

Dated, Burdwan, the 21st August, 1890

SIR,

I have the honour to request that you will be so good as to submit an early report regarding state of the crops in the District of Burdwan In preparing the statement you will, it is hoped be particular in describing the manner in which you have derived your information You will also state if there are any grounds for apprehending a famine in the District of Burdwan

I have the honour to be,

SIR,

Your most obedient servant,

A W WALKER

*Commissioner, Burdwan Division**(Direction on the envelope)*

To

The District Magistrate,
(Burdwan)

REPLY

(2)

No 341

From

C W KING, ESQ, C S,
District Magistrate, Burdwan

To

The Commissioner, Burdwan Division

Dated, Burdwan, the 30th August, 1890

SIR,

I have the honour to acknowledge the receipt of your letter No 3572, dated the 21st instant, requiring me to submit an early report regarding the state of the crops in the District of Burdwan In reply I beg to say that so far as I have been able to gather it appears that the crops in the District of Burdwan will have, this year, a favourable out-turn I have asked the officers in charge

of the different sub-divisions of this District to give me a detailed account regarding the state of the crops therein and I hope that the statement you require will be submitted by the middle of the month of September, 1890

I have the honour to be,
SIR,
Your most obedient servant,
C W KING,
District Magistrate, Burdwan

(Direction)

To

The Commissioner, Burdwan Division

DEMI-OFFICIAL LETTERS

(1) Forwarding an application

Rampur Haut, 29th August, 1891

MY DEAR SIR,

I beg to forward herewith an application from the Head Clerk, Rampur Haut Sub divisional office, for the post of Head Clerk in the Beerbhoom Collectorate, which, he informs me, is now vacant. I have no hesitation in certifying that he is a young man of sober and steady habits, and that he has always discharged his duties here conscientiously and well. I shall be glad if he gets a post with greater emoluments than the one he holds here.

Yours most faithfully,
Sub-divisional Officer

(Direction)

____ Esq.,
Collector, Beerbhoom

(2) Requesting to submit papers

Howrah, the 1st May, 1891

DEAR SIR,

Please submit the Annual Returns of your school before the close of this week. I need hardly say that delay in submitting them will cause much inconvenience and trouble.

Yours truly,
Deputy Inspector of Schools

(Direction)

The Head Master,
____ School

LETTERS OF FRIENDSHIP AND AFFECTION

Q 1 Introduce a gentleman to a friend in Calcutta

A *Allahabad, 7th October, 1891*

MY DEAR BINOD,

I have much pleasure in introducing to you Babu Ram Lal Chatterji, an intimate friend of mine, who is about to pay a visit to Calcutta. As he was never in that city before, he requires urgently the assistance of a gentleman who can safely take him to places where his business requires him to go. I shall deem it a personal favour if you will assist him in any way that you conveniently can.

With kindest regards,

I remain,
Yours most sincerely,
GOVINDA GOPAL ROY

(Direction)

BABU BINOD VEHARI CHATTERJI,
3, Cornwallis Square, Calcutta

Q 2 Write a letter congratulating a friend on his success at the last Matriculation Examination

A. *Howrah, (Ramkrishnapur),
12th June, 1912*

MY DEAR RASH VEHARI,

The other day a friend of mine showed me the 'Calcutta Gazette' in which the results of the last Matriculation Examination were published, and I was very glad to find that you had passed the Examination in the First Division. I congratulate you most heartily on the result, and hope that your efforts may be crowned with greater success still.

You told me that you would join the Presidency College, Calcutta, if you get a Government Scholarship. If God reward you according to your merits, you will, I hope, keep to that determination. The Presidency College has the best staff at present, and if any young man wishes to make the most of his intellect, certainly there is the field for it.

(Direction)

BABU RASH VEHARI BANERJI,
Hooghly

Yours very sincerely,
RAM LAL GHOSE

Q 3 Write a letter to your father requesting leave to go home

A

Calcutta, 26th March, 1913

DEAR FATHER,

My mind has of late been much troubled by anxious thoughts about my mother and brothers at home. The news of constant illness in the family at home has made me very pensive and restless. Your letter, containing hopeful and pleasant intelligence about them has certainly removed my anxiety to a great extent, but I should like to pay a visit to my mother and my dear brothers, so that I may be fully relieved of all anxious thoughts about them. I hope that you will kindly grant me permission to go home at once.

I remain,
DEAR FATHER, &c

Q 4 Write a short letter with date, address &c (complete) to your father or guardian, stating which class you are in at school, what subjects you study, and in which of them you make most progress (C U 1875)

A

Bankipore, 1st February, 1912

DEAR FATHER,

I am glad to inform you that I have been promoted to the First Class of the Patna Collegiate School, in which as you know, we take up the subjects prescribed for the Matriculation Examination of the Calcutta University. From the marks I obtained at the last Annual Examination of the 2nd class I find that I have been able to make more progress in Mathematics and Sanskrit than in the other subjects. But I hope to apply myself more zealously to the study of English and History and qualify myself better for the next Matriculation Examination. I am well and hope that you and all the dear ones at home are in the enjoyment of good health.

In all duty and affection,
I remain,
DEAR FATHER,
Your loving son,
HARIKINKAR ROY

(Address on the envelope)

BABU HARIPRASANNA ROY,
Berhampur

Q 5 Write a letter *about 30 lines in length* congratulating a friend on his recovery from serious illness (C U 1876)

A

Burdwan, 31st December, 1896

MY DEAR JYATIN,

I need scarcely tell you that I felt unbounded joy when I heard that you had safely recovered from the serious illness which prevented you from writing to me for so long. I was at first unable to understand what it was that kept you silent, but a month after you were laid up, I met a friend of yours by chance who informed me of your serious illness. I was so much troubled by the news that I was on the point of starting for your home when an unforeseen event prevented my doing so.

While we are in this world, we are subject to a variety of afflictions, both of body and mind. We are obliged to submit to them with a becoming resignation, but unfortunately in cases of that nature we are but miserable comforters to each other. God be thanked that He in His great mercy has spared you to your relatives and to me to whom you are as dear as an elder brother.

I have heard that you are very sorry for the loss you have suffered by your absence from school for so long a time. This is really wrong on your part. You should rather thank God for your recovery than repine for any such loss. We have certainly done something during your absence, but that is not much. And even if it were so, you should not be dissatisfied with your lot, since in regaining life and vigour your loss is more than compensated. Pray to God with a whole mind that, your former health and strength being restored, you may soon make up your loss and take your former place amongst us in the class. As for myself I should tell you that my present desire is to know the state of your health from my own observation rather than from the reports of others, lest they should flatter me in pity to my trembling expectations. Be careful my dear friend, about your health. With my best wishes for your safety,

I remain,
MY DEAR FRIEND,
Yours very sincerely,
GOURHARI DAS GUPTA

(Direction)
BABU JYATINDRA NATH ROY,
Beerbhoom

Q 6 Write a letter to your father asking permission to be transferred to some other school

A

14, Manicktoll's Street, Calcutta

7th January, 1894

MY DEAR FATHER,

I am glad to inform you that I have been promoted to the First Class of the ——— Academy. But I do not see much good in continuing my studies in this school. I am rather deficient in English and Mathematics, and from the method of teaching in vogue here I am not likely to do much towards making up my deficiencies in those subjects. Besides the teachers of those subjects are rather hard upon me and now and then chastise me in the class. I should therefore like to be transferred to the Keshub Academy or the New Indian School. I hope you will kindly grant me permission to go somewhere else.

(Direction)

BABU UPENDRA NATH MAITRA,
BurdwanYour loving son,
RAM NATH MAITRA

Father's reply

Burdwan, 10th January, 1894

MY DEAR RAMNATH,

I received your letter in due time, but I am sorry to learn its contents. You desire to be transferred to some other school on the score of your teacher's cruelty, and you suppose that you will do better if transferred elsewhere. I am however disposed to think otherwise. I am glad that your teacher is severe in punishing your faults for I believe that in doing so he evinces a great deal of interest in your welfare. And I dare say that in future years you will look with feelings of profound respect and gratitude on your teacher whom you now consider to be harsh and unkind towards you. I therefore wish that you remain in the school where you are.

Hoping you are well and that you will soon become more contented,

(Direction)

BABU RAM NATH MAITRA,
14, Manicktolla Street,
CalcuttaI remain,
Your affectionate father,
UPENDRA NATH MAITRA

Q 8 Write a letter to your father telling him how you are going on with your studies and asking him to send you money (C U. 1887)

A

Calcutta, 2nd January, 1891

MY DEAR FATHER,

I believe you are anxious to know how I did in the Annual Examination held in the month of December last. I am glad to tell you, and you will, I think, be very happy to hear that I did very satisfactorily in all the subjects. And though the results of the Examination has not yet been announced, I have every reason to believe that I shall be promoted to the First Class of the school. I shall therefore require a sum of Rs 15 for the purchase of the new books that will be read in the 1st class. I hope you will kindly remit the required sum at your earliest convenience.

Your loving son,
RAJ NATH CHATTERJI

(Direction)

BAJL HARI NATH CHATTERJI,
Bankura

Q 9 Write a short letter, about *ten* lines in length to your father or guardian, telling him how you have answered this morning's paper on your English Text-book (C U 1889)

A

Chinsurah, 12th February, 1889

DEAR FATHER,

I have reached Chinsurah safely. The University Examinations have commenced this morning and I have finished answering the paper on the English Text, though not in a satisfactory way. The paper is rather long and I got confused on looking at the bulk of the Explanation Questions. It took me nearly half an hour to recover myself, and it was not before half past ten that I commenced to write. However I answered the paper in the best way I could and I hope that I have every chance of passing in it. But the answers I have written are not fully to my satisfaction, nor are they likely to bring any credit to yourself and to the Head Master of our school.

Your most affectionate son,
BINOD VEHARI GUPTA

(Direction)

BABU PURNA CHANDRA GUPTA,
Rampur Haut

Q. 10 Write a letter to a friend congratulating him on the birth of a son

A

Bogra, 29th August, 1891

MY DEAR RAM NATH,

Yesterday's post made me very glad indeed. I cannot tell you how pleased I was to hear that you are blessed with a fine little boy, and I send you my warmest congratulation. I hope that he will safely pass through all the dangers that befall a child in its infancy and grow up to be a well-built, smart, and intelligent young man, and avoiding all the temptations and vices of youth lead a life of integrity, piety, and religion. I also hope that he will be your comfort and support in old age. With my good wishes for the child,

I remain,

Your most sincere friend,
HARALAL GHOSE

(Direction)
BABU RAM NATH CHATTERJI,
Dinajpur

Q. 11 Write a letter to a friend sympathising with him on the death of a brother

A

Balasore, 21st September, 1891

MY DEAR RAKHAL,

I am deeply grieved to hear of the death of your esteemed brother. He was always looked upon and respected as a friend and adviser by us all, and though with great difficulty an adviser may be found, there is very little chance of our meeting with so sincere and good a friend as he was. Your loss is very great and no word of sympathy or condolence can alleviate your sorrow. But I venture to write, trusting that my humble words of sympathy may give you some consolation. May the Author of all bliss and mercy preserve and support you in this time of your sorrow and loss.

With deepest sympathy,
I remain,

(Direction)
BABU BENOD VEHARI GHOSH,
Rungpur

Yours most sincerely,
PROBODH KUMAR ROY

Q. 12 Write a letter to a friend asking him to lend you four books. Name them and state how you like to use them (C U 1890)

A

*6, Beadon Square, Calcutta
12th February, 1891*

MY DEAR BASU,

I shall feel obliged if you can lend me the books noted below for a month or so. The first two, I am told, are admirable books of their kind, and I should like to work out a few examples from

them The third I require in order to understand certain allusions which occur in Macaulay's Historical Essays which I have been just now reading The fourth will be useful in ascertaining whether or not I have written correctly the answers to the Test Examination Questions given at the end of Hints to the Study of English by Messrs Rowe and Webb I shall take every possible care of them and return them whenever you require

1 Algebra by S C Basu, B A

2 Arithmetic by Jadav Chandra Chakravarti, M A

3 Beeton's Dictionary of Universal Information

4 Test Examination Questions and Answers by W F Webb

M A

(Direction)

BABU RAMLAL BASU,
12, Amherst Street, Calcutta

Yours very sincerely,
HEM CHANDRA RAY

Q 13 Write a letter of about a *dozen* lines inviting a friend to spend the next vacation with you, state how you propose to pass the time (C U 1894)

A

Jamalpur, 12th February, 1894

MY DEAR BANERJI,

Since we met the year before last you have several times expressed a desire of visiting this place in one of your vacations But you have not yet been able to come here even for a short time Your summer vacation will commence at the beginning of May next, and I hope that instead of spending the whole of it at home, you will arrange to spend a few days with us in this pleasant hill station Every body that comes here either for the purpose of pleasure or for the sake of improving his health finds this place a very pleasant and agreeable one, and with the large circle of friends I have, I think I can promise you a pleasant time Now and then we will walk to the side of the hills to see the wonderful *Tunnel*, and climbing to their summits enjoy a very pleasant scenery all round There are big tanks of the Loco motive Department, all stocked with fish and if you care for fishing, I will arrange for you really a good sport in that direction We would also go to walk on the side of the Grand Railway Station and see the different passengers booked to different parts of the country We will one day take a trip to the famous *Sitakund* and see with wondering eyes the working of the several mineral springs there In the evening we will meet at one another's houses and amuse ourselves with music and by *playing-cards or chess*

I am almost certain that the change will do you much good and you will go back to Calcutta fully refreshed for work. I am also very anxious to see you here, and hope you will not disappoint me this time.

Yours very sincerely,
TARAPADA GUPTA

(Direction)

DABU PROBODH CHANDRA BANERJI,
4, Beadon Street, Calcutta

Q 14 Write a letter to your father repenting for your past misconduct and asking his forgiveness

A

Saidpur, N B R
23rd December, 1895

MY DEAR FATHER,

After travelling through many new places and passing through many sad experiences I have come back to my maternal uncle's place and am now disposed to return home.

I have sadly realised the truth of your words in my inmost heart, and I cannot have peace of mind until you assure me of your forgiveness, for the pain that I have caused you. If I learn that you are still prepared to forgive me, I will come to you at once. But if I have no chance of being forgiven, I will leave this place at once and relieve you for ever of my troublesome presence.

Trusting that you will not cast me away,

I am, your erring but repentent son,
MRIGENDRA NATH KAR

(Direction)

BABU DINO BUNDHU KAR,
Rampur Haat

Q 15 Write a letter to your son recommending the practice of virtue

A

Barisal, 7th May, 1890

MY DEAR CHILD,

I have received your letter and am glad that you are prosecuting your studies well. But I have heard something about you which has not given me satisfaction. I hear that you have joined with some of your wild and reckless class-mates. What is this owing to? Does virtue seem to you unpleasant? Excuse me if I be in the wrong but let me entreat you to be virtuous.

Virtue, my dear, is the fruit of a religious mind. Therefore be religious, read religious books and lives of great men. Try to make the life of some great man your model, and follow him.

Your gay companions will laugh at you if you do not join them in their wild frolics, but do not mind them and ask help from God. You know, that consciousness of doing good is the reward of virtue, it does not require the applause of other men.

Hoping you will remain in the right path,

I remain,
Your affectionate father,
KRISHNALAL ROY

LETTERS ON BUSINESS

1 To a Firm ordering goods

Banagore, 15th January, 1891

DEAR SIRs,

I shall feel obliged if you kindly send per bearer the goods mentioned in the accompanying list and enter the same to my account.

Yours faithfully,
MAKHANLAL DE-

MESSRS T E THOMSON & CO
Calcutta

Burdwan, 20th February, 1891

GENTLEMEN,

I shall feel obliged by your sending me at your early convenience the books mentioned in the accompanying list. I have sent a money order which will, I hope, cover the price of the books and packing charges.

Yours faithfully,
NIMADHAB ROY

MESSRS S K LAHIRI & CO,
Booksellers and Publishers,
Calcutta

2 To a Manager for opening an account

To the Post Master,
Hooghly

Hooghly 20th March, 1891

DEAR SIR,

I wish to open an account in the Post Office Savings Bank at Hooghly and send herewith Currency Notes to the value of Rs 50 (Fifty only). I shall be obliged if you will send a Pass Book per bearer.

I remain,
Yours faithfully,
NIRATAN ADHIKARI

- 3 *To the Manager of a Firm, asking for a Price List*
Dacca 20th August, 1891

To

Messrs B K Das & Co

SIRS,

I shall be obliged if you will kindly send by post your Price List for the present month, as I am in need of certain articles which I intend to order

Yours faithfully,
 ANNODAPROSAD GHOSH

- 4 *Acknowledging receipt of goods despatched*
Burdwan, 15th August, 1891

DEAR SIRS,

I received the packet of books despatched by you on the 12th instant, and paid Rs 10 2 3 (Rupees ten, annas two, and pies three only) due from me on their account. I am thoroughly satisfied with the books you have selected and shall send you a further order shortly

Yours most faithfully,
 RAM NATH CHATTERJI

- 5 *To the Manager of the Indian Mirror, intimating that you intend to be a subscriber to that paper*

Gya,
22nd December 1891

SIR,

I intend to be a subscriber to your paper from the 1st of January next. I should feel obliged by your letting me know the rate for the Mofussil at your early convenience. On receipt of your letter I will send in the subscription. My address is Sahabgunge Chowk, Gya

Yours truly,
 UPENDRA CHANDRA MITRA

The Manager
Indian Mirror Office,
Calcutta

- 6 *To a Doctor desiring him to call at yours*
13, Beadon Square, Calcutta

20th January, 1894

MY DEAR SIR,

I shall feel obliged if you can call at my house this evening to treat my youngest daughter, who is suffering from diarrhoea

I beg to state that Kaviya and Allopathic medicines have done her no good

(Direction)
BABU PRATAP CH MAJUMDAR, M D,
Calcutta

Yours truly,
BROJENDRA LAL SEN

7 To an author requesting him to send a specimen copy of his book

Barisal, 5th May, 1893

SIR,

I understand that you have published an 'Algebra' useful for school boys. Will you kindly send me a specimen copy of it and let me know also what discount you will allow me if I purchase 40 copies for cash

Awaiting an early reply,

I am,
Yours faithfully,
SURESH CHANDRA MITRA

8 To a bookseller asking a catalogue

Guaidpur, 7th June, 1890

DEAR SIR,

Would you kindly send me a copy of your catalogue of the books you have for sale, and let me know the discount which you allow on orders. Please state whether you send the books by V P P or railway parcel

I am,
DEAR SIR,
Yours faithfully,
MANINDRA NATH ROY

9 To a school-master asking him leave of absence for two days for your son

Jessore, 27th July, 1896

SIR

We are just going to take a short trip into the country, to visit some of our friends and relatives, and my son Suren, a student of the 4th class, is to accompany us. I hope, that you will be good enough to grant him leave of absence for two days

I am,
SIR,
Your most obedient servant,
SRISH CHANDRA BASU

PETITIONS

APPLICATIONS FOR APPOINTMENT AND APPRENTICESHIP

(1)

Hooghly, 29th December, 1891

To

The Secretary to the Board of Revenue, L P

SIR,

I beg most respectfully to offer myself as a candidate for employment in your office and crave your indulgence to provide me with a suitable appointment, whenever an opportunity occurs

I am a graduate of the Calcutta University and have served as Head Master of the Kalia H E School for a period of two years I served as an apprentice in the office of the Accountant General, Bengal, for nearly six months, and thus acquired a fair knowledge of office work

Copies of my testimonials are enclosed herewith for your perusal

I have the honour to be,

SIR,

Your most obedient servant,

✓ ANUKUL CHANDRA ROY

(Address on the envelope)

To the Secretary to the Board of Revenue,

L P

Calcutta

(2)

To

The Collector,

Hooghly

SIR,

Having learnt that the post of Head Clerk of your office has fallen vacant, I beg most respectfully to offer myself as a candidate for the same

I was educated at the Hooghly College, and am a graduate of the Calcutta University I passed the Entrance Examination from the Beerbhoom Zila School in the First Division in 1887, and the First Examination in Arts from the Hooghly College in the Second Division in 1889 and the B A Examination with First Class Honours in English in 1891

I enclose copies of my testimonials from the Principal and the Professor of English Literature, Hooghly College

Hooghly,)
29th June, 1891)

I have the honour to be,

SIR,

Your most obedient servant,

JOGESH CHANDRA ROY

(Direction)

To

The Collector,

Hooghly

(3) *Hooghly, the 29th November, 1891*

To

The Secretary to the Board of Examiners,

Fort William

SIR,

I request permission to present myself at the ensuing Examination of candidates for appointments in the Higher Division of Government Clerkships

If I could pass the Examination satisfactorily I should elect to serve in the office of the Board of Revenue, L P

I enclose a certificate from the Civil Surgeon of Hooghly as to my physical fitness and my present age, which is about 21 years

I enclose also a certificate about my moral character from the Principal of the Hooghly College, where I was educated up to the First Examination in Arts

A treasury receipt for the fee of Rs 10 is forwarded herewith

I have the honour to be,

SIR,

Your most obedient servant,
RAM TARAN SANYAL

(4) To

The Secretary to the Konnagar H E School

SIR,

Hearing that the post of Head Master of your school is vacant, I beg to offer myself as a candidate for the situation

I am a graduate (M A in English) of the Calcutta University and have served as Head Master of the Kalia H E School for nearly 6 months

I am personally known to Babu Prasanna Kumar Das a Commissioner of the Serampur Municipality, to whom a reference as to my moral character may be made, if necessary

I have the honour to be,

SIR,

Your most obedient servant

RAM GOPAL GHOSE

*Burdwan ,
29th August, 1891*

3, Dixon's Lane, Calcutta
22nd August, 1891

(5)

To

The Comptroller India Treasuries

SIR,

I beg most respectfully to solicit the favour of your kindly allowing me to serve as an apprentice in your office, and hope that you will accede to my prayer

I was educated at the Government School at Barasat for nearly five years and passed the Entrance Examination of the Calcutta University in 1891, in the First Division. I enclose a testimonial from the Head Master of the Barasat Government School.

I am well known to Babu Chandra Bhushan Sen of your office, to whom a reference as to my character and respectability may be made if necessary.

I have the honour to be,

SIR,

Your most obedient servant,
AMRITA LAL CHATTERJI

(1)

(2) PETITIONS BY BOYS

To

The Principal, Berhampur College

Berhampur, 20th June, 1891

SIR,

I beg to request that you will admit me to the Third Year Class of the Berhampur College from the commencement of this Session.

✓ I am,

SIR,

Your most obedient servant,
BEPIN VEHARI GHOSE

(Direction)

To

THE PRINCIPAL,

Berhampur College

(2)

To

The Principal, Hooghly College

SIR,

I am suffering from a severe attack of small pox, which renders me quite unable to attend College. I beg therefore that you will kindly grant me leave of absence for a fortnight.

Yours most obediently,
NII MADHUV ROY

(3)

Calcutta, 27th March, 1891

To

The Head Master, Keshub Academy

SIR,

I beg to request the favour of your granting me one week's leave of absence from school, as I am suffering from an attack of Influenza, which has completely confined me to my bed.

Yours most obediently,
SUPODH KUMAR MAJUMDAR,
4th class

(4)

Hooghly, 31st January, 1892

To

The Head Master, Hooghly Collegiate School

SIR,

The marriage ceremony of my sister is to take place on the 21st of March next, and I shall require leave of absence from school for 3 days to attend it. I hope you will be pleased to grant it.

Yours most obediently,
RAMNATH CHATTERJI,
4th class

(5)

*20, Shambazar Street, Calcutta
31st August, 1895*

To

The Principal, Presidency College

DEAR SIR,

I have been a pupil in the Presidency College for the last two years and appeared in the last B. A. Examination, but failed to pass. The sudden death of my father has made me almost

helpless, and I am unable to continue my studies further. I must now try for an appointment by which I may be able to earn a livelihood. May I request the favour of your giving me a certificate, which will help me in getting some employment.

I remain,

DEAR SIR,

Your most obedient pupil,
BISHNU PADA CHATTERJI

(6)

To

Bankipore, 22nd February, 1891

M MOWAT, ESQ, M A,

Offg Principal, Patna College

SIR,

A post has fallen vacant in the office of the Commissioner of the Patna Division, and I wish to apply for it. May I take the liberty of asking the favour of your kindly granting me a letter of introduction to the Commissioner of that Division, with whom I believe, you are personally acquainted.

Yours most obediently,

GOPENDRA CHANDRA MITRA,

Ex-Student, Patna College

CHAPTER XX

WORDS FOLLOWED BY "APPROPRIATE" PREPOSITIONS

- | | |
|---|--|
| ✓ Abide <i>by</i> a decision | ✓ Addicted <i>to</i> drinking or gambling |
| ✓ Abound <i>in, with</i> , fish | ✓ Advantage <i>over</i> a person |
| ✓ Absent <i>from</i> school | ✓ Affection <i>for</i> a brother |
| ✓ Abstain <i>from</i> food or drink | ✓ Affectionate <i>to</i> children |
| ✓ Accompanied <i>by</i> a person <i>with</i> , a thing | ✓ Afraid <i>of</i> punishment |
| ✓ Accede <i>to</i> a request | ✓ Agree <i>with</i> a person, <i>to</i> a proposal |
| ✓ Accuse <i>of</i> a crime | ✓ Agreeable <i>to</i> the taste |
| ✓ Accustom, accustomed, habituated, inured— <i>to</i> hardships | ✓ Aim <i>at</i> an object |
| ✓ Acquaint, acquainted, <i>with</i> a person | ✓ Allude, Refer, <i>to</i> a matter |
| ✓ Adjacent <i>to</i> a house | ✓ Amalgamate <i>with</i> a thing |
| ✓ Admit, Admitted <i>to</i> or <i>into</i> house | ✓ Amount <i>to</i> Rs 10 or an offence. |
| | ✓ Angry <i>with</i> a person |
| | ✓ Annex, Annexed, <i>to</i> a paper |
| | ✓ Annoyed <i>with</i> a person |

- ✓ Answer *to* a person
 Anxious *for* a person or thing
 ✓ Apply *to* a person *for* a thing
 Applicable *to* the matter
 ✓ Arrive *at* or *in* a place
 Ask *of* a person *for* a thing
 Ashamed *of* one's misconduct
 ✓ Associate *with* a person
 Attach *to* a person
 ✓ Attacked *by* a person *with* a disease
 Attend *to* work, *upon* a person
 Attentive *to* study
 Avail oneself *of* an opportunity
 ✓ Aware *of* a fact
 Beg *of* a person *for* a thing
 Belongs *to* a person or a thing
 Believe *in* the truth *of* a statement
 Bent *upon* doing a thing
 Bestow *on* or *upon* a person
 ✓ Beware *of* the Steam Engine
 Blind *of* an eye, *to* one's faults
 Boast *of* power or high rank
 Born *of* a high family
 Call *on* a person *for* a thing, *at* a person's house
 Care, careful careless } *of*
 Cautious heedless }
 Carry *on* trade
 Certain *of* a prize
 Cheat a man *of* his dues
 Close *to* a house
 Command *over* a person or a thing
 Communicate *to*, *with* a person, *on* a subject
 ✓ Compare *to* a thing *with* a person
 Complain *of* want, *against* a person
 Comply, Compliance *with* a request.
 ✓ Composed, consisted *of*
 Consisted, contained *in*
 Consistent *with* a statement
 Concealed *in* a room, *from* a person
 Confer *on* a person
 ✓ Confident *of* success
 Confine *in* a room
 Confined *to* bed
 Condole *with* a person *on* his sorrow
 Congratulate *on* a person's success
 Connect *one* with another
 Consistent *with* facts
 Contend, compete *with* a person, *for* a thing
 Conscious *of* one's faults
 Contented, satisfied *with* one's lot or possession
 Contrary *to* one's expectations
 Contribute *to* a charitable purpose
 Convenient *to* person or thing
 Converse, talk *with* a person
 Conversant *with* a subject
 Covert, converted *into money* *to* Christianity
 ✓ Correspond *to* a thing *with* a person
 ✓ Covered *with* cloth
 Count *upon* another's help
 Cured *of* a disease or a habit
 Cut *to* pieces
 Deal *in* a thing, *with* a person
 Decide *upon* a method
 Defend, protect, *from* danger
 Deficient *in* Sanskrit
 Delight *in* water, delighted *with*
 Deliver, delivered *from* danger
 Depend, dependent } *on* or *upon*
 dependence }
 Defraud *of* a thing
 Destitute, devoid *of* property
 Deserving, worthy *of* a favour
 Desire *for* a thing
 Desirous *of* doing a thing
 Die *of* a disease
 Differ *from* a person, *in* a matter
 Disappointed *in* a thing
 Displeased, disgusted *with* a person
 ✓ Dispose, disposed *of* a thing
 ✓ Disqualified *for* a post, *from* competing

- Dissuade a person *from* doing
 a thing
 Distinguish one thing *from* an-
 other
 Distinguished *for, in* oratory
 Divide *into* parts
 Despair, doubtful } *of* success
 Diffident, doubtful }
 Duty, *towards* teachers
 Eager *for, in*
 Eligible *to* office, *for* scholarship
 Employed, engaged *in* work
 Encroach *on, upon* property
 Endow, Endowed *with* reason
 Enveloped *in* flames
 Entertain *with* music
 Entangled *in* a difficulty
 Equal, equivalent *to*
 Escape *from* a danger
 Essential, Indispensable } *to*
 Necessary }
 Envious *of* another person
 Exact *from in*
 Excel *in* painting
 Exception *to* a rule
 Exclude *from* a society
 Exclusive, inclusive *of*
 Exchange *with, for* a thing
 Excuse *from* Military service
 Exempt *from* taxes
 Exposed *to* rain
 Familiar *to* a person, *with* a thing
 Famous, Noted, remarkable } *for*
 Notorious }
 Fill *with, full of*
 ✓ Fit *for* a post
 Fire *upon, at*
 Fied *with* a strong desire
 Fix your mind *upon* your work
 Fond *of* a person, fondness *for*
 children
 Founded *on, upon* facts
 Free *from* bondage, free *of*
 charge
 Furnish, supply, *with*
 Gasp *for* breath
 Gaze, glance *at* a thing
 Glory *in* mischief
- Grumble, murmur, *at*
 Guard *against* danger
 Guilty *of* an offence
 Heedless *of* consequences
 Hinder *from* going home
 Hit *upon* a plan
 Hurtful *to* one's interests
 Impart lessons *to* the boys
 Impatient *of, for*
 Implicated *in* a crime
 Impose *upon* a person, taxes *on*
 the people
 Impress *on* the mind
 Impressed *with* an argument
 Incapable *of* walking
 Incline, inclined *to* a thing
 Inclination *for* a thing
 Inconsistent *with* facts
 Indebted *to* a person *for* his
 help
 Indifferent *to* his studies
 Independent *of* others
 Indulgent *to* the boys
 Infer, inference *from* a statement
 Inferior *to* another *in* some
 respects
 Inflict a fine *on* a person
 Influence *on, with* another
 Inform, informed *of* a thing
 Ignorant *of* a thing
 Injurious *to* a person's health
 Inquire, enquire *of* a person, *into*
 a matter
 Insensible *to* pain
 Insist, insisted *upon*
 Intent *on or upon* doing a thing
 Interest, interested *in* a person
 or thing
 Interfere *in* a matter, *with* a
 work
 Intoxicated *with* wine
 Introduce, introduction *to* a
 person
 Intrude, trespass *upon* a person's
 rights
 Invest *in* trade
 Invested *in* trade *with* author-
 ity

Jealous <i>of</i> another's success	Pretext <i>for</i> war
Join <i>in</i> a play, <i>with</i> a person	Prevail <i>with</i> (persuade) a person.
Known <i>to</i> another person <i>for</i> charity	Prevail <i>over</i> (overcome) an enemy
Laden, loaded <i>with</i> merchandise	Previous <i>to</i> the Examination
Laugh <i>at</i> a person	Proceed <i>to</i> work, <i>on</i> a journey
Lean <i>upon</i> a table, <i>against</i> a wall	Productive <i>of</i> good result
Level <i>with</i> , levelled <i>to</i> the ground	Proficient <i>in</i> study
Liable <i>to</i> fine, <i>for</i> some wrong done	Protest <i>against</i> a law
Limit, limited <i>to</i>	Proud <i>of</i> riches
Listen <i>to</i> a proposal	Provide <i>for</i> the future
Live <i>upon</i> wheat	Provided <i>with</i> money
Look <i>at</i> an object, <i>for</i> a thing, <i>upon</i> a person, <i>after</i> a business	Quarrel <i>with</i> a person, <i>over</i> a thing
Make over something <i>to</i> a person	Ready <i>for</i> work
Made <i>of</i> gold	Recline <i>on</i> a sofa
Married <i>to</i> a person	Reconciled <i>with</i> a person <i>to</i> a loss
Mix <i>with</i> among	Recover <i>from</i> an illness
Meddle <i>with</i> a person's business	Reduced <i>to</i> a skeleton
Negligent <i>in</i> study, neglectful <i>of</i>	Reflect (meditate <i>on</i>) a subject
Officiate <i>for</i> a person, <i>in</i> his place	Relieve <i>from</i> a difficulty
Opposite, opposed <i>to</i>	Relieved <i>of</i> a charge
Pant <i>for</i> <i>after</i>	Remedy <i>for</i> evil
Part <i>from</i> a person, <i>with</i> a thing	Remind a person <i>of</i> something
Pass <i>by</i> a road, <i>over</i> a fence, <i>for</i> a rich man	Remonstrate <i>with</i> a person
Passion <i>for</i> gambling	Repent <i>of</i> (<i>for</i>) past errors
Peculiar <i>in</i> habit, <i>to</i> a sect	Reply <i>to</i> a letter
Persevere <i>in</i> business	Require <i>of</i> a person
Persist <i>in</i> doing a thing	Requisite <i>for</i> a house
Play <i>on</i> the piano, <i>at</i> cards	Result <i>from</i> , <i>in</i>
Persuade a man <i>to</i> a mode of action	Rid get rid <i>of</i> a pest
Plunge <i>into</i> the river	Roused <i>from</i> slumber
Possessed <i>of</i> wealth, <i>by</i> a spirit	Rule <i>over</i> a province
Pray <i>to</i> God	Satisfied <i>with</i> a person <i>on</i> a thing
Prefer, preferable <i>to</i>	Search <i>for</i> , <i>after</i> a thing
Prepare, prepared <i>for</i> war	Shelter <i>from</i> rain
Prejudicial <i>to</i> one's interest	Sink <i>into</i> water
Pretence <i>to</i> excellence	Similar <i>to</i> a thing
	Sorry <i>for</i> a loss
	Start <i>for</i> , <i>from</i> a place
	Strip a person <i>of</i> his clothing
	Submit <i>to</i> a person's authority
	Subtract <i>from</i>
	Suited, suitable <i>to</i> , <i>for</i>
	Superior <i>to</i> a person
	Sympathy <i>for</i> a person

Sympathise <i>with</i> a person	Treat <i>of</i> a subject
Synonym <i>for</i> , synonymous <i>with</i>	Triumph <i>over</i> a person or thing
Taste <i>for</i> reading	True to promise word
Thankful, grateful, forgetful <i>of</i>	Trust, faith, <i>in</i> God's mercy
Think <i>of</i> , <i>on</i> , <i>over</i>	Unite <i>with</i>
Thirst <i>for</i> wealth water	Versed (skilled) <i>in</i> music
Tired <i>of</i> pomp, <i>with</i> labour	Wait <i>for</i> or <i>upon</i> a person
Touch <i>at</i> a station, <i>upon</i> a subject	Want <i>of</i> a thing
Trample, tread <i>upon</i> <i>down</i>	Wanting <i>in</i> tact
Transfer <i>from</i> a place <i>to</i> another	Wish <i>for</i> long life
Translate <i>into</i> English	Write <i>to</i> a person, <i>for</i> a thing, <i>on</i> a matter

CHAPTER XXI

SIMILAR WORDS OR EXPRESSIONS DISTINGUISHED

People, A people, Peoples, The people

People—Persons in general *A people*—a Nation *Peoples*—Nations *The people*—The masses as distinguished from the higher ranks

Possess, Possess oneself of

Possess—own *Possess oneself of*—take possession

Part with, Part from

Part with—lose *Part from*—take leave of

Proceed to Proceed with

Proceed to business—commence *Proceed with* the business—continue

Speak and die, Speak or die.

Speak and die—Death will be the result of speaking (If you speak you will be killed) *Speak or die*—Death will be the result of not speaking (If you do not speak you will be killed)

Hard, Hardly

Hard task—Difficult Work *hard*—with labour *Hardly*—Scarcely, Not at all

In the same time At the same time

In the same time—Period *At the same time*—Moment

At no time In no time

At no time—never *In no time*—at once, immediately

Go, Going

I saw him *go*—leave the place I saw him *going*—on the road

Take heart, Take to heart

Take heart—Be encouraged *Take to heart*—Feel sorry or aggrieved

Well, Well off.

He is *well*—in sound health He is *well off*—rich, prosperous

Late, Lately.

Late—not in time *Lately*—recently

At fault, In fault

At fault—at a loss, unable to understand *In fault*—wrong

A dead man, A man dead

Strike a *dead man*—already dead Strike a *man dead*—Strike so as to cause his death

Direct, Directly

Go home *direct*—without stopping anywhere *Directly*—immediately

Take air, Take the air

The secret has *taken air*—been disclosed or divulged *Take the air*—breathe fresh air

Look over, Overlook

Look over a paper—Examine *Overlook* an offence—take no notice of

Enquire of, Enquire for

Enquire of a person—to know something from him *Enquire for* a person—ask where he is

At a time, At times

At a time—at each time *At times*—occasionally

To give way, To give away

To give way—to yield *To give away*—distribute, deliver

Safe, Safely

Safe—without apprehending danger *Safely*—without falling in danger, or free from danger

A short cut, To cut short

A short cut—a short road *To cut short* a speech—to shorten it

In an hour, Within an hour

In an hour—just after an hour *Within an hour*—before an hour has elapsed

Stout, Stout and strong ✓

~~Stout~~—fat ~~Stout and strong~~—robust

Easy, Easily. ✓

I found the way ~~easy~~—smooth *Easily*—without difficulty

Loath, Loathe

Loath—unwilling to work *Loathe*—hate (Loathsome—exciting disgust)

Human Humane ✓

Human—belonging to man *Humane*—kind

To see light, To see the light ✓

To see light—to look at a light *To see the light*—to be born

Consult, Consult with

Consult a person—ask his advice *Consult with*—discuss

Repair, Repair to

Repair a house—to remedy the defect of a house and bring it into a good condition again *Repair to* a house—go to the house

Have you seen my horse *running*—The reference is to the horse

Have you seen my horse's *running*—
running of the horse

I am to go home—It is settled or arranged that I shall go home

I have to go home—It is necessary (or it is my duty) to go home

The Headmaster and Superintendent—one and the same person

The Headmaster and *the* Supdt—two persons

The Magistrate and Collector—one and the same person

The Magistrate and *the* Collector—two persons

A white and red flag—one flag partly white and partly red

A white and a red flag—two different flags

He would do *if he could*—he was unable though he wished to do it

He could *if he would*—he was able but he did not wish to do it

A spoon-ful of milk—as much milk as will fill a spoon

A spoon full of milk—a spoon full of milk

He writes French *as well as* speaks it—He can both write and speak French

He can write French *as well as* he speaks it—He can write and speak French fluently

I like you better than *he* (likes you)

I like you better than *him* (than I like him)

Go to sea—Become a sailor *Go to the sea*—for a pleasure trip or any other purpose

Go to market—to buy or sell (anywhere not necessarily at a market) *Go to the market*—to a market place (not necessarily to buy or sell anything)

Later, latest—refer to time *Latter, last*—refer to order (Latter is opposed to former)

Older, oldest—refer to persons of the same community

Elder and eldest—refer to children of the same parents

Older and oldest—may also refer to things

Who is he?—refers to name or designation *What is he?*—occupation

Much too, too much

Much too—is followed by an adjective or adverb, as, the cloth is *much too* thick

Too much—is followed by a noun —as, the boys are making too much noise

Too, very

Too weak—(more than the limit fixed)

Very weak—(in a high degree)

He is *too weak* to walk—He is so weak that he cannot walk

He is *very weak*—This does not imply that he is unable to walk

Little, a little, Few, a few

Little, a little—refer to quantity *A few, a few*—refer to number

Little—almost nothing *A little*—something

Few—almost none *A few*—some

The same, all the same, self same

The same is followed by *as, that, with*,—This is the same book as that

This is *the same* boy that I saw yesterday He is of *the same* age *with* my youngest brother

All the same—It makes no difference It is *all the same* whether you go now or after an hour He has failed in the Examination, he is cheerful *all the same* (notwithstanding)

Self-same—identical as *Self-same* plan or umbrella

Presently, shortly

I will go *presently*—(without delay) I will go *shortly*—(after a short time)

Old, of age

He is 5 years *old* or 5 years *of age* (It is wrong to say *of 5 years old*)

Unless, until

Unless—if not *Unless* you work hard—If you do not work hard

Until—as long as not—Wait until I return *until*, as long as I do not return

Hence whence

Go *hence*—(from this place) Pay the money after a month *hence* (from this date)

He went to Calcutta, *whence* (from which place) he started for Dacca

The man is depraved *whence* (for which reason) he is universally hated

In future—henceforth *In the future*—in time to come *In the future*—for future times

In the event of—In case of failure—At *all events*—Whatever might happen

Start up—to be startled

Up start—one who has suddenly become rich or powerful

Let out—to allow to come out

Out-let—Passage to let out water

Fit out—furnish

Out fit—Equipment, furniture

Come in—Enter

Income—Money earned or got

Look out—Be careful

Out look—Prospect

Beside—By the side of

Besides—In addition to, over and above

As it were, As if

As it were (Adv cl) He is, *as it were*, the ruling spirit of the society (if I may say so)

A good king is *as if*, the father of the people

Yonder, Beyond

Look *yonder* (Adv) In *yonder* tree (Demons Adj)

This is *beyond* my sight (out of,

So that, That

I am weak *so that* I cannot walk (result)

You may have leave *so that* you return in an hour, (provided that) I know *that* he is ill (connective)

Another, other

This book is not interesting, give me *another* book (a different

Give us *another* holiday (addition)

(Give me this, not the other second thing)

To be sure (Gerundial Infinitive used *parenthetically*)

To be sure, he possesses a wonderful memory (I admit)

Has he passed, *to be sure*, he has, (certainly)

Ever so 'old idiom *never so*'

That man is not amenable to reason, reason he *ever so* cleverly
(however cleverly he may reason)

Considering

Considering his weak health I did not flog him (*Participle*
referring to I)

Considering his weak health, a fine could be imposed on him
(*Preposition*)

Or, either—or

Ram *or* his brother (alternative) He was the head *or*
President of the Society (in other words) He possesses strength
or courage (and)

Either Ram *or* his brother has gone (one of the two)

Compare with—to note the points of likeness and difference
Compare to—point out the resemblance

Much, very

Much is used with *Adjectives and Adverbs in the comparative*
degree and past participles as, Much happier, much better,
much surprised *Very* is used with adjectives and adverbs in the
positive form and present participles used as adjectives as, very
happy, very fast, very pleasing

By and by, gradually

By and by means shortly, after an interval *Gradually* means
after a series of intervals He entered the room *by and by* He
gradually regained his health

Shortly, In short

Shortly—Presently, soon *In short*—Briefly

In respect of—Referring *With respect to*—concerning

Almost—denotes degree, as—*almost* dead

Nearly—implies quantity of time or space, *nearly* ten, *nearly*
a league

Hardly (degree)—*Hardly* true

Scarcely (quantity)—*scarcely* two hours or ten feet long

Say, Tell

Say this (*objective of the thing*) to your father (*data of the person*)

I will tell you (*objective of the person*) a story, (*objective of the thing*)

Set up, upset

Set up—Praise, establish Upset—overturn

Born Borne

Born—took birth Borne—Given birth to carried

Over reach, Reach over

Over reach—To reach beyond to deceive

Reach over—To come to

Upshot, shot up

Upshot—Final issue or result Shot up—sent upward

Withstand, Stand with

✓ Withstand—Oppose Stand with—Help

✓ Mill hand—workman Hand-mill—Mill worked by the hand

✓ Race-horse—1 horse for races (not a carriage) Horse race—Race or running of horses

✓ Carry out (orders) Carry on a profession

CHAPTER XII**CLAUSES AND PHRASES AND THEIR SINGLE EQUIVALENTS****(A) CLAUSES****SINGLE WORDS**

A man who is stout and strong

A robust man ✓

A man who lacks courage

A timid man

A document that has been written with the hand

A manuscript

A story that cannot be believed

An incredible story

A person that cannot be trusted

An untrustworthy person

Hand-writing that can be read

Legible hand-writing

Hand-writing that cannot be read

Illegible hand-writing

Behaviour that is not natural

Unnatural behaviour

A place that cannot be reached

An inaccessible place ✓

A fort that cannot be penetrated

An impregnable fort

CLAUSES

A danger *that cannot be avoided*
 A defeat *that cannot be avoided*
 A valour *that has no equal*
 A man *that talks much*
 A wound *that causes death*
 A tiger *that excites fear*
 A habit *that clings through life*
 A disease *that cannot be cured*
 A boy *of whom hopes are entertained*
 An argument *which cannot be met answered, replied to*
 A fact *that cannot be disputed or gainsaid*
 A person *who fails in business*
 A man *that is unable to pay his debts*
 A truth *that is held by all*
 A Governor *that looks to the interest of the people or is liked by them*
 A man *that eats to excess*
 A man *who is too weak*
 A thing *that cannot be perceived by touch*
 Water *that can be seen through*
 Glass *that cannot be seen through*
 A man *that cannot see anything*
 A man *that cannot understand anything*
 Things *which furnish a room*
 Difficulties *that cannot be surmounted or overcome*
 A foe *that cannot be appeased*
 A habit *that cannot be got rid of*
 A work *that cannot be accomplished by the means at our disposal*
 A mark *that cannot be effaced*
 Force *that cannot be checked*
 A horse *that cannot be easily controlled*
 A bull *that has not been tamed*
 Anger *that cannot be pacified*
 A theory *that is no longer acceptable.*

SINGLE WORDS

An *unavoidable* danger
 An *inevitable* defeat
 A *matchless* valour
 A *talkative* man
 A *mortal* (fatal) wound
 A (ferocious) *dreadful* tiger
 An *incurable* habit
 An *incurable* disease
 A *promising* boy
 An *unanswerable* or *irreputable* argument
 An *indisputable* fact
 A *bankrupt*
 An *insolvent* man
 An *universal* truth
 A *popular* (enlightened) Governor
 A *glutton*
 An *inhabile* or *invalid*
 An *impassable* thing
Transparent water
Opaque glass
 A *blind* man
 A *fool*, an *idiot*
Furniture,
Insurmountable or *insuperable* difficulties
 An *implacable* foe
 An *obstinate* habit
 An *impracticable* work
 An *indelible* mark
Irresistible force
 A *restive* (unmanageable, uncontrollable) horse
 A *wild* bull
Unappeasable anger
 An *exploded* (discarded) theory

(C) ADJECTIVAL, PARTICIPIAL
OR PREPOSITIONAL PHRASES

SINGLE WORDS

An action <i>deserving of praise</i>	A <i>praise worthy</i> action
Conduct <i>worthy of censure</i>	A <i>blamable</i> (reprehensible) conduct
Conduct <i>worthy of punishment</i>	<i>Culpable</i> (punishable) conduct
A man <i>apt to believe easily</i>	A <i>credulous</i> man
A person <i>free from guilt</i>	An <i>innocent</i> or <i>guiltless</i> person
A disposition <i>ready to find fault</i>	A <i>captious</i> (fault-finding) disposition
A man <i>destitute of moral sense</i>	An <i>immoral</i> man
A person <i>devoid of moral principles</i>	An <i>unscrupulous</i> (unprincipled) person
A sound <i>incapable of being heard</i>	An <i>inaudible</i> sound
<i>Incapable of being done</i>	<i>Impossible</i>
" " <i>repaired</i>	<i>Irreparable</i>
" " <i>read</i>	<i>Illegible</i>
" " <i>corrected</i>	<i>Incorrigible</i>
<i>Destitute of learning</i>	<i>Illiterate</i>
" " <i>knowledge</i>	<i>Ignorant</i>
" " <i>sense</i>	<i>Foolish, Insensible</i>
<i>Done with the hand</i>	<i>Manual</i>
<i>Contrary to law</i>	<i>Illegal</i>
<i>Above censure</i> conduct)	<i>Unimpeachable</i>
<i>Apparently sound</i> (argument)	<i>Plausible</i>
<i>Well versed in Sanskrit</i>	<i>Proficient</i>
<i>Not</i>	<i>Deficient</i>
<i>Liable to break easily</i>	<i>Brittle, fragile</i>
" <i>to be made angry easily</i>	<i>Irritable</i>
" <i>commit errors</i>	<i>Fallible</i>
<i>Not liable</i> " "	<i>Infallible</i>
<i>Free from pride, arrogance</i>	<i>Modest</i>
" <i>affectation</i>	<i>Unaffected, simple</i>
<i>Of own accord</i>	<i>Willingly, voluntarily</i>
<i>At the same moment</i>	<i>Simultaneously</i>
<i>Belonging to the same period of time</i>	<i>Contemporaneous</i>
<i>Lasting for a short time</i>	<i>Transitory, transient</i>
<i>Lasting for ever</i>	<i>Permanent, perpetual</i>
<i>Existing only for a day</i>	<i>Ephemeral</i>
<i>Declared innocent</i>	<i>Acquitted</i>
<i>Set at liberty</i>	<i>Discharged</i>
<i>Liable to take fire</i>	<i>Combustible, inflammable</i>
<i>Easily bent</i>	<i>Flexible, pliable</i>
<i>Agreeable to the palate or taste</i>	<i>Palatable, dainty</i>
<i>Capable of being understood</i>	<i>Intelligible</i>
" " <i>explained</i>	<i>Explicable</i>

(C) ADJECTIVAL, PARTICIPIAL
OR PREPOSITIONAL PHRASES

SINGLE WORDS

<i>Possessing a large (fleshy) body</i>	<i>Corpulent</i>
<i>Possessing no body</i>	<i>Incorporal</i>
<i>Tall as a giant</i>	<i>Gigantic</i>
<i>Incapable of being justified, defended</i>	<i>Unjustifiable, indefensible</i>
<i>Born after the death of the father</i>	<i>Posthumous (child)</i>
<i>Caught by touch</i>	<i>Contagious</i>
<i>Capable of communicating disease</i>	<i>Infectious</i>
<i>Having no connection with a subject under discussion</i>	<i>Irrelevant</i>
<i>Growing naturally in a country</i>	<i>Indigenous</i>
<i>Stated in terms exceeding the truth</i>	<i>Exaggerated</i>
<i>Estimated above the proper amount</i>	<i>Over-estimated</i>
<i>Instilling into the mind</i>	<i>Infusing</i>
<i>Incapable of being seen</i>	<i>Invisible</i>
<i>For which no salary is paid</i>	<i>Honorary</i>
<i>Feeling for the sorrows of others</i>	<i>Sympathetic</i>
<i>Capable of keeping out water</i>	<i>Water tight</i>

D NOUN PHRASES

SINGLE WORDS

<i>Articles brought into a country</i>	<i>Imports</i>
<i>" sent out of "</i>	<i>Exports</i>
<i>Original inhabitants</i>	<i>Aborigines</i>
<i>One between two things or methods</i>	<i>Alternative</i>
<i>Benefactor of mankind</i>	<i>Philanthropist</i>
<i>Hater of mankind</i>	<i>Misanthrope</i>
<i>A man who pretends to be what he is not</i>	<i>A hypocrite</i>
<i>Life written by a man himself</i>	<i>Auto biography</i>
<i>Epistolary correspondence</i>	<i>Letters</i>
<i>Public esteem</i>	<i>Popularity</i>
<i>Speech made for the first time</i>	<i>Maiden speech</i>
<i>Lord of the creation</i>	<i>Creator</i>
<i>One living at the same time</i>	<i>Contemporary</i>
<i>Big talk</i>	<i>Boast</i>
<i>Word no longer in use</i>	<i>Obsolete word.</i>
<i>Office requiring no labour</i>	<i>Senecure</i>

NOUN PHRASES

SINGL E WORDS

<i>Custom found everywhere</i>	<i>Universal custom</i>
<i>Those who look on</i>	<i>Spectators</i>
<i>Those who hear</i>	<i>Audience</i>
<i>The letter in the beginning of a word</i>	<i>Capital letter</i>
<i>One who finds out a new thing</i>	<i>Inventor, discoverer</i>
<i>Government of the people</i>	<i>Democracy</i>
<i>Price and list of things purchased</i>	<i>Invoice</i>
<i>Persons carrying on business together</i>	<i>Partners</i>
<i>Act of making laws</i>	<i>Legislation</i>
<i>Book containing the meanings of words</i>	<i>Dictionary</i>
<i>Governed by a monarch (one man)</i>	<i>Monarchy</i>
<i>Belief in one God only</i>	<i>Monotheism</i>
<i>Father and mother</i>	<i>Parents</i>
<i>Rebellion of soldiers</i>	<i>Mutiny</i>
<i>A person of the same name</i>	<i>Namesake</i>
<i>A person who attests documents</i>	<i>Notary</i>
<i>A name given in sport</i>	<i>Nickname</i>
<i>Students going up for an examination</i>	<i>Examinees</i>
<i>A woman who prosecutes another</i>	<i>Prosecutrix</i>
<i>A room for children, a plantation of young plants</i>	<i>Nursery</i>
<i>A house for monks</i>	<i>Monastery</i>
<i>A house for nuns</i>	<i>Nunnery</i>
<i>One who devotes his whole time to study</i>	<i>Book-worm</i>
<i>A woman who leaves her property by will</i>	<i>Testatrix</i>
<i>One who eats to excess</i>	<i>Glutton</i>
<i>One who drinks wine intemperately</i>	<i>Drunkard</i>
<i>A man who has lost his wife</i>	<i>Widower</i>
<i>Passage to let water in, out</i>	<i>Inlet, outlet</i>

CHAPTER XXIII

SOME COMMON-PLACE IDIOMS

✓ *Back-bone* of a society—Chief supporter or member *To the back-bone*—thoroughly *To the back-bone* (thorough) He is a Liberal *to the back-bone*

✓ *Black and white* - Writing Put the statement in black and white

Pin money—small personal expenses

By dint of—by the force of By *dint of* perseverance he succeeded at last

Ever and anon—Now and then *Now and then*—occasionally

Many a time and oft—Repeatedly

Fag end—close *Fag end* of the Summer Vacation

Fire and sword—Destruction

Fair means or foul—Honesty or cunning *Fast colour*—Lasting

Pass through *fire and water*—Difficulties *Bosom friend*—Intimate *Out and out, through and through*—Thoroughly

Fits and starts—At random, not steadily, impulsively

Flesh and blood cannot bear such an insult—Human nature

He is *hand and glove* with my brother—Intimate

There is no *hard and fast* rule on the subject—Fixed, unalterable

Over head and ears (deeply) in love or in debt (deeply involved)

Gall and wormwood—very bitter

He has taken up the work *heart and soul*—earnestly

A *milk and water* man—Feeble, dull

For the life of me—Even at the risk of my life

By hook and crook—By any means, fair or foul

Hole and corner policy—crooked or dishonest method

Kith and kin—Kinsmen, relatives, *Fast friend*—staunch, faithful

In the *nick of time*—At the just or right moment

Loaves and fishes—Personal benefit The soldiers bear the *brunt* (shock) of the fight but the *loaves and fishes* go to the officers.

Hue and cry—clamour

By leaps and bounds—suddenly *Implicit* faith—Blind, absolute

There was no *rhyme and reason* in his statement—sense

Out of doors—Outside the house *Sharp practice*—Trickery

Room and to spare—Sufficient space *Above-board*—Honest

Enough and to spare—More than sufficient

Rack and ruin—Complete ruin *Into the bargain*—In addition to

Out of the *frying pan* into the *fire*—From one difficulty to a greater one

For *good and all*—For ever, finally

Time and again—Repeatedly *Over and above*—In addition to.

Rank and file—common soldiers *Over and over*—Repeatedly

Penny wise and pound foolish—careful in spending a penny (in small items of expense) but careless in large expenditure

Fly in the *face of*—Oppose, defy *Null and void*—Invalid

✓ *Wear and tear*—Loss by frequent use, waste

✓ *Whip and stir*—With the utmost haste

Pros and Cons—Arguments for and against

Tit for tat—Blow for blow *Often and often*—Frequently

Paying one in the *same coin*—Returning tit for tat

Right and left—On all sides *To and fro*—Backwards and forwards

To all intents and purposes—Practically

Sack-cloth and ashes—Mourning dress *Watery grave*—Death by drowning

' *Widow's weeds*—Mourning dress

Ups and downs of life—Prosperity and adversity

Up and doing—To be actively engaged

Wind and tide—Favourable (wind and current) circumstances

Weal and woe—Happiness and misery

All skin and bone—Skeleton *Far and wide*—Extensively

Sum and substance—Purport. *Cut and dried*—Ready made

Through *thick and thin*—all obstacles

Wide of the mark—Away from the point irrelevant

Throw off the mask—Appear in one's real character

He said this *in passing*—Incidentally, By the bye

Add fuel to the flame or fire—Aggravate or increase one's anger

Speaks volumes—Contains much information, is significant

The ways of the *world*—Mankind *Sinews of war*—Money

To begin the *world* afresh—Course of life

The want of a Post Office is a *crying* evil in the village—A standing want

Against the grain—Opposed to one's inclination }
Few and far between—Rare *Dead of night*—Mid-night

The *coast is clear*—There is no obstacle

Sail in the same boat—To be placed in the same condition or difficulty

To *dash off* a letter—Write in haste

√ To be *in bad odour*—To lose one's favour or patronage

To be *at logger-heads*—To be bitterly hostile, quarrelling frequently

To be *at daggers drawn*—To be in a state of open enmity

√ To *throw down the gauntlet*—To send a challenge

To *tremble in the balance*—To be in an unsettled state

√ To be in *one's teens*—To be between 13 and 19 years of age

√ To be in *one's wife's end*—To be confused *Good-for-nothing*—Worthless

√ To *plead guilty*—To confess one's guilt.

To *wash one's hands clean*—To have no connection with a thing

To *burn the candle at both ends*—To expend money extravagantly

To come with *flying colours*—To be triumphant

To *eat one's words*—To retract

To *win laurels*—To gain glory To *get over*—Surmount

To *move heaven and earth*—To use all means in one's power

To *fall foul of*—To attack To *turn over a new leaf*—Begin a new mode of life

√ To *get the better of*—To gain an advantage over

√ To *go the way of all flesh*—To die

Drawn up—Arranged in the order of battle

* To *come round*—To recover from illness To *turn out*—Expel

To *come to pass, off*—To happen *Dead language*—No longer spoken

{ To *eat a humble pie*—To apologise

To *come to blows*—To fight

To *bring on*—To cause to happen

To *call in question*—To doubt

To *get into hot water*—To fall into difficulty

To *muster strong*—To assemble in large numbers

To *give in, way*—To yield To *give up the ghost*—To die

To *make a clean breast of*—To confess or disclose everything

To *live fast*—To lead a loose life

✓ We cannot *make both ends meet*—Our income is not sufficient to meet our expenditure

✓ To *make up for*—Compensate ✓ To *make out*—Understand

To *harp on the same strain*—Speak continually on the same subject

To *take leave of* a person—To part from him, to bid farewell

To *take* a thing *ill*—To consider it in bad light

To *take to heels*—To run To *lick up the heels*—Die

To *make good*—Fulfil, compensate —

To *steal a march*—To gain an advantage secretly

To *raise* a siege—To abandon

A *dead shot*—A most skilful marksman

To *bring home* a charge—To prove

A *drawn battle*—In which neither party gains the victory

Hanging by the thread—In a precarious condition

Of *last importance*—Utmost *Eleventh hour*—Last moment

Broad hint—Clear *Out of sorts*—Unwell

✓ His name is *legion*—Strong and powerful as a large number

✓ To *cut the Gordian knot*—To surmount a difficulty by a bold measure

To *out-Hei od Herod*—To surpass every one in wickedness

To *cross the Rubican*—To take a bold and decisive step like Cæsar when he crossed the R. Rubican

The *small hours of the morning*—Hours after midnight up to 4 A M

Worth his salt—Of some value *Thin skinned*—Very sensitive

Dead drunk—Completely *In the good graces*—Under the favour

In *good humour*—cheerful temper *Good-breeding*—Polite manner

A dull day—Cloudy weather *Bad blood*—Ill feeling
For good, for good and all—For ever *Steer clear*—Avoid all ✓
 dangers

As good as word—True to promise *Off his head*—Mad
In high feather—Happy *High words*—Angry
Long and short of the matter—Substance *Open question*—
 Undecided

With open arms—With a hearty welcome
Fair sex—Ladies *Fair weather*—Fine, uncloudy
Fair dealing—Honest *Fair and square*—Honourable
Red-letter day—Happy *Red-tape*—Official formalities
Hand and glove—Intimate *Hand-to-hand* fight—At close
 quarters

Man of war—War-vessel *Man of mark*—Important ✓
A man of letters—An author *Beside the mark*—Inappropriate
Under the nose of the court—Very close to *Peace-meal*—
 Fragments

True to salt—Faithful *Old head on young shoulders*—Wise
 though young *Ways and means*—Necessary funds

To be *in the family way* (big with child)—To be pregnant ✓
Wolf in sheep's clothing—A dangerous man
 A *slow coach*—a lazy fellow *Standing army*—Permanently
 maintained *A rainy day*—A time of difficulty

The *cat is out of the bag*—The secret is out
 To *bell the cat*—To face a difficulty or danger ✓
Hair-breadth escape—Very narrow *Gratuitous* insult—Offered
 without cause *Gathered to forefathers*—Dead ✓

Between the *horns of a dilemma*—A position of extreme
 difficulty

This is *Greek or Hebrew* to me—Quite unintelligible
 The animal is *despatched* at one shot—Killed
Despatch of business—Quick performance ✓
Chapter and verse of a thing—complete proof ✓
 To do a thing *offhand*—In haste, without hesitation ✓
Black or infected sheep—A bad character
Sheep and goats (Bible)—Good and bad men
Odds and ends—Unemployed moments, fragments, small bits
 of things

Matter of *life and death*—Of utmost importance
 There is no *royal road* to learning—An easy way
Sands of life or time—Duration *Spur of the moment*—
 Impulsively

A *leap in the dark*—An uncertain step
Lionized lauded to the *skies*—Too highly praised
 A *host in himself*—strong as a large number
 Above the *common run*—Superior to ordinary men
 As *matters stand*—In the present circumstances
Work wonders—Achieve grand success
Golden time or rule—Most valuable or useful
 The *long and short* of the matter—Substance
 } *Play truant*—Flee without leave from school
 Beat *black and blue*—Severely *Days are numbered*—About to die

End in *smoke*—Come to nothing
 Get *into hot water*—Fall into trouble
 A *bed of thorns*—A very uncomfortable position
 At a *low ebb*—In a declining state
Blow one's trumpet—Speak highly or boastfully of one's self
Well off—Prosperous *Well-to do*—Rich, affluent
Badly off—Miserable, poor *Out of mind*—Insane
 } *Under an obligation*—Indebted *On the alert*—Ready
 } *Under lock and key*—Kept in safe custody
 To *plume oneself*—To be proud of
 ' To *drag by head or shoulders*—Violently, unceremoniously
 } To *run riot*—To roam wildly
 } To *bring to bay*—To put into a critical position (It is a hunter's expression When a stag, pursued by a hunter, is compelled to face the hunter, finding escape impossible, it is said to be brought to bay)
 } To *beat about the bush*—To avoid a direct statement
 } To *beat the bush*—To search for a game as sportsmen do
 To *play false or fast and loose*—To deceive
 To *put up* with (pocket) an insult—To suffer it patiently
 To *bury the hatchet*—To make peace, forgetting past differences
 To carry coals to New Castle—To do something unnecessary

To *cut the coat according to cloth*—To regulate expenditure according to income, *i.e.*, to keep it below income

To *gain ground*—To advance

To *cut a sorry figure*—To make oneself ridiculous ✓

To *throw cold water*—To discourage ✓

To *hang heavy*—To appear tedious ✓

To *drop in*—To come unexpectedly ✓

To *kill two birds with one stone*—To gain two objects with one effort

To *fight tooth and nail*—Desperately or most courageously

To *weigh anchor*—To sail away *Cast anchor*—Throw the anchor

To *have at finger's ends*—Ready To *take to heels*—Flee

To *be horn with silver spoon*—Of rich parents ✓

To *hit the mark*—To do the right thing ✓

To *give up the ghost*—To die

To *laugh in one's sleeve*—Secretly To *turn a deaf ear*—To refuse to listen

To *learn by rote*—To commit to memory

To *lead a cat and dog life*—vulgar and quarrelsome

To *pick a pocket*—To steal

To *leave no stone unturned*—To use all means available

To *get out of hand*—Uncontrollable

To *let the cat out of the bag*—To disclose a secret

To *catch a Tartar*—A man too strong for oneself ✓

To *live from hand to mouth*—Precariously, *i.e.*, having nothing kept for future

To *prize oneself upon*—To take pride ✓

To *nip in the bud*—To destroy in the beginning

To *ride the high horse*—To be insolent ✓ *long*

To *pocket an insult*—To bear without resenting

To *carry the palm*—To be victorious

To *play at ducks and drakes*—To squander money ✓

To *play second fiddle*—To act a subordinate part

To *rain cats and dogs*—In torrents, incessantly

To *turn one out neck and heels*—Hastily, unceremoniously

To *be at sixes and sevens*—In a state of disorder

- } To *take time by the forelock*—To seize an opportunity and not slip it
 } To *tide over* a difficulty—To surmount it
 To *throw dust into one's eyes*—To deceive a man
 The ways of the *world*—Mankind
 A *world* of good—Large quantity
 } Let *by-gones be by-gones*—Let past differences be forgotten
 In *black*—In black clothes or mourning
 On *all fours*—On hands and feet
 A carriage and four—A carriage drawn by four horses
 What are you *about* or *after*—Doing, Engaged in
 Life *below stairs*—In the kitchen, Low life
 } In the long run—In the end
 In a word, in short—Briefly
 In round numbers—In a number ending in zero, approximately
 } In fine feather—In good spirits and health
 A picture *of* Raphael—A picture painted by Raphael or owned by Raphael or representing Raphael
 A portrait of the king's—One of the portraits belonging to him
 An apple of discord—A cause of quarrel
 A bed of roses—A luxurious or comfortable position
 On this side the grave—In this life
 } How are you getting on?—Progressing.
 } Under the breath—In a whisper
 Under the roses—Secretly
 The essay is under the mark—Below the average or standard quality
 Under the nose—Before the face
 } The roads are up—Under repairs
 Well up in science—Learned or versed
 It is all up with me—I am lost or ruined
Uphill work—Very difficult
 Without a hitch—Smoothly

CHAPTER XXIV

COMMON ERRORS

<i>Errors</i>	<i>Corrections</i>
The man is <i>devoted</i> to drinking	<i>Addicted</i>
He <i>demed</i> to go away	<i>Refused</i>
I want a <i>freeship</i>	<i>Free-studentship</i>
The man is very <i>long</i>	<i>Tall</i>
The man is very <i>stout</i>	<i>Stout and strong</i>
A boat <i>was drowned</i>	<i>Sank</i>
He has <i>given</i> the examination	<i>Appeared in or at</i>
He <i>made</i> me good bye	<i>Bade</i>
He is my <i>elder</i>	<i>Elder brother</i>
He had got <i>parsable</i> marks	<i>Marks sufficient to pass (pass marks)</i>
He <i>demid</i> my application	<i>Refused or rejected</i>
He <i>refused</i> the charge against him	<i>Demid</i>
Give me a <i>blotting</i>	<i>Piece of blotting paper</i>
Please <i>see</i> my papers	<i>Look over</i>
I will go by the 2 30 o'clock train	<i>2-30 train, half past 2 o'clock train.</i>
He lives in a <i>boarding</i>	<i>Boarding house</i>
My <i>Sanskrit</i> knowledge is poor	<i>Knowledge of Sanskrit</i>
He took <i>admission</i> into the 5th class	<i>Was admitted</i>
He <i>took birth</i>	<i>Was born</i>
I try to get full <i>mark</i>	<i>Marks</i>
You are quite comfortable, I <i>believe</i>	<i>Hope, trust</i>
You are to pay Rs 6 as <i>fooding</i>	<i>Food charge, boarding</i>
Teach the girl <i>needle works</i>	<i>Needle-work</i>
He has given me <i>advices</i>	<i>Advice (Advices—Information)</i>
There is no <i>place</i> for more boys	<i>Room</i>
He is a <i>man of business</i>	<i>Business like</i>
<i>Keep it</i> on the table	<i>Put</i>
I have not seen him <i>since</i> a long time	<i>For</i>
The table is <i>very large</i> than the other	<i>Much larger</i>
The clock has <i>struck 8 hours</i>	<i>Eight</i>
I <i>will</i> be obliged to turn you out	<i>Shall</i>
Tell me where <i>are the books</i>	<i>The books are</i>
It is <i>much</i> cold to-day	<i>Very</i>

In my life I have not seen a <i>such</i> man	<i>Such a</i>
He entertains a <i>too</i> high opinion of himself	<i>Too high an</i>
The travellers occasionally <i>feel</i> for the want of waters	<i>Feel the</i> (omit for)
Distribute these sweets <i>to</i> the children	<i>Among</i>
He washed his face <i>by</i> water	<i>With</i>
I <i>will</i> be drowned and no body <i>shall</i> come to my help	<i>Shall, will</i>
He <i>said</i> me <i>liar</i>	<i>Called me a liar</i>
<i>The Arabia</i> is a hot country	<i>Arabia</i> omit the)
<i>The Mathematic</i> is too difficult subject	<i>Mathematics is a very difficult</i>
The man <i>said</i> the truth	<i>Spoke</i>
He became angry <i>upon</i> his brother	<i>With</i>
I have not <i>replied</i> him as yet	<i>Answered</i>
Please <i>reply</i> my letter soon	<i>Reply to</i>
I <i>take</i> my meal at 9 A M	<i>Have</i>
In spite of warning we <i>persisted</i> to go	<i>Persisted in going</i>
Dora <i>begot</i> a daughter	<i>Gave birth to</i>
Ram <i>gave birth to</i> a son	<i>Begot</i>
Where I went I <i>have seen</i> nothing but waste	<i>Saw</i>
He entered <i>head and heart</i> into the matter	<i>Heart and soul</i>
<i>Wrong or right</i> I will not yield	<i>Right or wrong</i>
America was <i>invented</i> by Columbus	<i>Discovered</i>
There is no good <i>of</i> going there	<i>In</i>
In An umbrella will <i>defend</i> you from rain	<i>Protect</i>
Either you or I <i>are</i> in the wrong	<i>You are or I am</i>
Let you and I work together	<i>Me</i>
He <i>refrained</i> from food for 2 days	<i>Abstained</i>
There let us <i>lay</i>	<i>Lie</i>
This is the man, <i>whom</i> every body says, was off his wits	<i>Who</i>
Put as many books as <i>will contain</i> in the box	<i>Be contained, as the box will contain</i>
I <i>will</i> be much obliged, or glad	<i>Shall</i>
My remark <i>is referred</i> to his conduct	<i>Refers to</i>

He asked <i>that</i> how much it <i>costed</i>	(Omit that) <i>cost</i>
Each of us <i>have</i> separate rooms	<i>Has a separate room</i>
To-morrow shall be a holiday	Can be said by the Headmaster.
He "advised me <i>for</i> " applying <i>after</i> the post	by a student <i>To apply for</i>
He has recommended my promotion	<i>Me for promotion</i>
Do not despair <i>to pass</i> the examination	<i>Of passing</i>
This is different <i>to</i> that	<i>From</i>
I request you to excuse me my <i>absence</i> ,	<i>For my absence</i>
If either of these books <i>are</i> yours tell me <i>who</i> you wish it to be given to	<i>Is, whom</i>
The Judge disposed <i>quickly</i> the case	<i>Disposed of the case quickly</i>
Not only <i>he spoke</i> coldly but <i>roughly</i> even	<i>Did he speak, but even roughly too</i>
I cannot comply to your request	<i>With</i>
<i>Keeping up</i> night	<i>Staying up late at night</i>
Bring such boys <i>who</i> are clever	<i>As</i>
We heard of <i>him</i> having met with an accident	<i>His</i>
Please pass <i>order</i> for his release	<i>Orders</i>
He found the place with <i>some</i> <i>what</i> difficulty	<i>Some</i>
He weighed himself 2 maunds	<i>Omit himself</i>
I have been suffering from fever <i>from</i> Monday morning	<i>Since</i>
I request that you <i>would be</i> kind upon me	<i>I beg of you to be kind to me.</i>
Class promotions are <i>given</i> on the 1st February	<i>Made</i>
The prize will be <i>competed</i> by all the boys	<i>Competed for</i>
I <i>care</i> & strive for him	<i>Do not care</i>
I have a <i>strong</i> headache	<i>Bad</i>
I have written a letter to <i>Mr Smith, Esqr</i>	<i>Mr Smith or Smith Esqr</i>
The Examination will <i>begin</i> <i>from</i> Monday	<i>Commence on</i>
What <i>will be</i> ensued on this?	<i>Will ensue</i>
I request your <i>favour of</i> giving me the post	<i>The favour of your going</i>

<i>Your's</i> truly	<i>Yours truly</i>
The <i>sceneries</i> of the Lake Dis-	<i>'Scenery</i>
tricts are very beautiful	
My <i>circumstance</i> is now straiten-	<i>Cicumstances are.</i>
ed	
I went out by the <i>house's</i> private	<i>Of the house</i>
door	
I have <i>not any</i> money with me	<i>No money</i>
There are no <i>less</i> than 50 trees	<i>Fewer</i>
in the garden	
This is the <i>most</i> intelligent boy	<i>More</i> intelligent
of the two	
This boy is superior <i>than</i> that	<i>To</i>
I have given the thief a <i>tight</i>	<i>Smart</i>
slap	
Pay off your <i>schooling</i> or <i>school-</i>	<i>School fees</i>
<i>ing</i> fees on the 15th	
<i>Whole</i> District, <i>whole</i> Province	<i>The whole</i> District, the <i>whole of</i>
	<i>the</i> Province
See me at <i>mine</i> next morning	<i>At my house</i>
Take your <i>Master's</i> leave	<i>Leave of your</i> master
<i>Your</i> separation will be painful	<i>Separation from you</i>
to me	
Read <i>either</i> of these four books	<i>Any</i>
This is the first time I <i>am seeing</i>	
him	<i>Have seen</i>
He <i>tells</i> that he is ill	<i>Says</i>
I <i>told him</i> , "come into the room"	<i>Said to him</i>
He <i>said</i> me to call a servant	<i>Told</i>
<i>Forward</i> oneself as a candidate	<i>Offer</i>
for a post	
<i>Get</i> the work done soon	<i>Have</i>
He is well I <i>believe</i>	<i>Trust</i>
He has <i>acknowledged</i> to take	<i>Promised</i>
care of the boy	
He stops at Serampur	<i>Resides</i>
I will <i>go to</i> inspect the school	<i>Come</i>
<i>Mend</i> a pencil, open the boat	<i>Sharpen, unfasten</i>
<i>Cut</i> this portion of the sentence	<i>Erase</i>
The cloth is <i>broken</i>	<i>Torn</i>
He should be substituted by	<i>Replaced</i>
another	
Musalmans use to bury their	<i>Are accustomed</i>
dead	
He has <i>faired out</i> the letter	<i>Made a fair copy of</i>
The class is <i>somewhat</i> thin to day	<i>Rather</i>

Lend me pencil *once*
 He became a judge *by and by*
 Open the last page
 I was prevented *to go*
 He prefers walking *than* riding
 Pay me *one hundred fifty* rupees
 He *is ought* to be attentive
 I have informed *this* to him
 I *have arrived* here yesterday
 A quarrel *was ensued*
 We are desirous *to go* home
 He despairs *to succeed*
 Refrain *to do* this
 I cannot *able to do* the work
 Whom *you met*?
 Tell me how *have you come* here
 How *he has been* escaped?
 He is junior *than me* by 2 years
 It is not *a so good* book
Whole India mourns to-day
 You should now stop *to speak*
 There is famine *in Punjab*
 There has been no rain *in Deccan*
 He is no better *than fool*
 I told you this long *before*
 He stared me *at the* face
What for are you crying?
 He is *bad in health*
 Every boy must obey *their*
 teachers
 Go *at the* meeting
 Last *but one* boy
 He *feels himself* uneasy
 See me *within* the 7th
 We *reached at* home yesterday
 Let him and *I* go home
 I wish I *was* dead
 I said that I *will* try
 I *am* sick *from* Tuesday
 He asked me *that what* I mean?
 He writes *by a* steel pen
 Can I go, Sir?
 The *poors* suffer much
 He *resembles to* my brother.
 This book *is belonged* to me
 He *was not got* the prize
 I *was appeared* at the examina-
 tion

• Just lend me a pencil
 In course of time
 Open at
 From going
 To
 One hundred and fifty
 Ought to be attentive (omit *is*)
 Informed him of this
 Arrived (omit *have*)
 Ensued (omit *was*)
 Of going
 Of success
 From doing
 Am unable or cannot do
 Whom did you meet?
 You have come
 How has he escaped?
 To
 So good a book
 All India, the whole of India
 Speaking
 The Punjab
 The Deccan
 A fool
 Ago
 In
 What are you crying for?
 In bad health
 His
 To
 Last boy but one
 Feels unwell
 Before
 Reached home
 Me
 Were
 Would
 Have been, since
 What I meant
 With
 May
 Poor
 Resembles
 Belongs
 Did not get
 Appeared (omit *was*)

He has not succeeded <i>to pass</i>	<i>In passing</i>
You have done wrong <i>to punish</i> him	<i>In punishing</i>
You are right <i>to say so</i>	<i>In saying so</i>
<i>Did not this explained in the</i> class?	<i>Was</i>
He did not <i>said so</i>	<i>Say</i>
He shall <i>went</i> home	<i>Go</i>
Why <i>you were</i> absent?	<i>Were you</i>
<i>It is not ought for you to do so</i>	<i>You ought not to do so</i>
<i>Why you care not for your health</i>	<i>Why do you not care</i>
There is <i>not any good</i>	<i>No good</i>
You should not <i>afraid of</i>	<i>Be afraid of</i>
I am <i>very</i> surprised	<i>Much</i>
<i>Boys are</i> in the class	<i>The e are boys.</i>
<i>Partake</i> some refreshment	<i>Partake of</i>
He dare not <i>to do that</i>	<i>Do (omit to)</i>
I felt a hand <i>to touch</i> my pocket	<i>Touch (Do)</i>
I am desirous <i>to go there</i>	<i>O, going there</i>
I cannot travel <i>no further</i>	<i>I cannot travel any further</i>
Tiger is beast of prey	<i>The tiger is a beast of prey</i>
He has failed <i>in the</i> Mathematics	<i>In Mathematics</i>
My companions have <i>over took</i> me	<i>Overaken</i>
He said <i>I am ill</i>	<i>'I am ill' or that he was ill</i>
The teacher asked me <i>that from</i> <i>what school I was coming</i>	<i>From what school I was coming</i>
He is wiser than <i>me</i>	<i>I</i>
It <i>was happened, occurred</i>	<i>Happened, occurred (omit was).</i>
He was <i>written</i> last month	<i>Written to</i>
It <i>was rained</i> last night	<i>Rained (omit was)</i>
What is done <i>that cannot be</i> undone	<i>Omit that</i>
The <i>roof's height</i> is ten foot	<i>Height of the roof, feet</i>
He has been playing <i>this</i> four hours	<i>These</i>
The patient is <i>more worse</i> than before	<i>Worse (omit more)</i>
He does <i>that he says</i>	<i>What</i>
You <i>may be succeeded</i> if you are <i>persevered</i> in study	<i>May succeed, persevere</i>
He has written <i>me</i>	<i>To me</i>
He told <i>to me</i> to buy a book	<i>Me (omit to)</i>
He <i>robbed me</i> 20 Rs	<i>Of Rs 20</i>
He <i>sung song</i>	<i>Sang a song</i>
<i>Such man</i> cannot be trusted	<i>Such a</i>
The horse <i>run</i> from the stable	<i>Ran, has run</i>

COMMON ERRORS IN SPELLING.

<i>Incorrect.</i>	<i>Correct</i>
Abhorance	Abhorrence
Abridgement	Abridgment
Accomodate	Accommodate
Accross	Across
Acknowledgement	Acknowledgment
Adiquate	Adequate
Advantagous	Advantageous
Adviseable	Advisable
Allmighty	Almighty
Anticident	Antecedent
Arathmetic	Arithmetic
Auspices	Auspices
Befiting	Befitting
Begger	Beggar
Benificent	Beneficent
Benifitted	Benefited
Benefitial	Beneficial
Beautious	Beauteous
Blameable	Blamable
Brethern	Brethren
Cought	Caught
Changable	Changeable
Cheif	Chief
Compeled	Compelled
Concieve	Conceive
Concured	Concurred
Confered	Conferred
Consience	Conscience
Consious	Conscious
Con·entious	Conscientious.
Controlable	Controllable
Cureable	Curable
Debaring	Debarring
Deciet	Deceit
Decieve	Deceive
Defencible	Defensible
Defering	Deferring
Diety	Deity
Developement	Development
Diarrhia	Diarrhœa
Deligent	Diligent
Dying (painting)	Dye-ing
Dysentry	Dysentery
Ecstacy	Ecstasy
Embaras	Embarrass

Incorrect

Feaver
 Fullfill
 Grammer
 Harrass
 Hight
 Imparative
 Incriment
 Indifatiguable.
 Indispensible
 Judgement
 Jackel
 Jhon
 Majistrate
 Maintainance
 Marraigable
 Mathamatics
 Nuter
 Ommit
 Occassion
 Paralel
 Percieve
 Preceed
 Recieve
 Relieve
 Remittance
 Seige
 Sieze
 Sentense
 Seperate.
 Speach
 Suspence
 Tence
 To-morow
 Truely
 Tution.
 Univerce
 Untill
 Vitious
 Wellcome
 Woolen
 Yesterday
 Yours
 Gerl

Correct

Fever
 Fulfil
 Grammar
 Harass
 Height
 Imperative
 Increment
 Indefatigable
 Indispensable
 Judgment
 Jackal
 John
 Magistrate
 Maintenance
 Marriageable
 Mathematics
 Neuter
 Omit
 Occasion
 Parallel
 Perceive
 Precede
 Receive
 Relieve
 Remittance.
 Siege
 Seize
 Sentence
 Separate
 Speech
 Suspense
 Tense
 To-morrow
 Truly
 Tuition
 Universe
 Until
 Vicious
 Welcome
 Woollen
 Yesterday
 Yours
 Zeal

CHAPTER XXV

VARIETY OF USES

- Above** 1 *Prep*—*Above* the door
 2 *Adv*—Go *above*
 3 *Adj*—Analyse the *above* passage
 4 *Noun*—The *above* is my defence
- After** 1 *Prep*—*After* school hours
 2 *Adv*—He came long *after*
 3 *Conj* *Adv*—He came *after* I had left the place
 4 *Adj*—He is suffering from the *after* effects of drinking
- Again** 1 (*Adv*)—Never do it *again* (*second time*)
 2 Love if you wish to be loved *again* (*in return*)
 3 Translate the passage, copy it fair, and *again* reproduce it *furthermore*
 4 I warned you *again and again* (*repeatedly*)
 5 The one is my brother, the other *again* is my class-fellow (*on the other hand*)
- Against** *Prep* 1 This is *against* my interests (*opposed to*)
 2 Save something *against* old age (*In provision for*)
Conj A house will be engaged *against* your stay (*In provision for your staying*)
- All** 1 *Pron*—*All* is lost
 2 *Adj*—*All* boys are present.
 3 *Adv*—*All* the better *All* bloodless
 4 *Noun*—He has pledged his *all*
- Any** 1 *Adj*—*Any* boy, *any* book
 2 *Pron*—See if there be *any* left
 3 *Adv*—He will rest and not go *any* farther
- As** 1 *Rel P*—Bring such boys *as* are clever
 2 *Conj*—*As* he is ill, he cannot attend
 3 *Conj Adv*—Do *as* I say Treat him *as* a brother
- Before** 1 *Prep*—*Before* school time
 2 *Adv*—I did not see him *before*
 3 *Conj*—He had left for home, *before* I came
- Better** 1 *Adj*—Ram is *better* than Hari
 2 *Adv*—I feel *better* to-day
 3 *Noun*—Follow the advice of your *bettors*
 4 *Verb*—Work hard to *better* your condition

- Both** 1 *Pron Adj* — *Both* the boys
 2 *Pron* — Give him *both*
 3 *Conj* — *Both* the father and the son are proud
- Brief** 1 *Adj* — *Brie'* sketch
 2 *Noun* — Barrister's *brief*
 3 *Verb* — The Barrister is *briefed*
- But** 1 *Prep* — None *but* the idle will beg
 2 *Conj* — You can go, *but* you must come back soon
 3 *Adv* — It is *but* fair, that he should get the prize
 4 *Rel Pro* — There was none *but* (that not) wept
 5 *Noun and verb* — *But* (v, me no *buts* (n))
- By** 1 *Adverb* — The days of his youth have gone *by*
 2 *Prep* (a) *By* 10 o'clock (*proximity to time*)
 (b) Catch him *by* the hand (*manner*)
 (c) Don't do a thing *by* halves (*measure*)
 (d) Struck *by* the sword (*Instrumentality*)
 (e) *By* Heaven, *by* all that is holy (*Oath, Appeal*)
- Catch** *Catch* cold (*take*)
Catch the heart (*Captivate*)
Catch a prey (*Hold fast suddenly*)
Catch a thief red-handed (*seize*)
Catch a friend in walking (*overtake*)
- Can** You *can* go (*Permission*)
 I *can* do the work (*Power*)
- Close** 1 *Adj* — *Close* friendship
 2 *Verb* — *Close* the room
 3 *Noun* — At the *close* of the lecture
 Adv — Don't sit so *close*
- Dare** 1 He *dare* not speak (*Intr — courage*)
 2 He *dared* me to the forest (*Tr — challenge*)
 3 I *dare* say (*Perhaps*)
- Do** 1 *Do* the work (*Trans Pl verb*)
 2 This will not *do* (*Intrans*)
 3 *Do* go home (*Auxil-emphatic*)
 4 Work_{as} I *do* (*Pro-verb*)
- Dead** 1 *Dead* animal (*Without life*)
 2 *Dead* of night (*Death-like part*)
 3 *Dead* sleep (*Powerless*)
 4 *Dead* colour (*Dull*)
 5 *Dead* against my proposal (*Completely*)
- Down** 1 *Adv* — He has gone *down*
 2 *Adj* — The *Down* train.
 3 *Verb* — *Down* with him

- Either** 1 *Pron Adj*—*Either* day
 2 *Pron.*—You can take *either*
 3 *Conj*—*Either* read or go out
- Else** 1 *Pron Adj*—What *else* can you expect?
 2 *Adv*—Go somewhere *else*
 3 *Conj*—Read attentively, *else* you will fail
- Enough** 1 *Pron*—This will be *enough* for you
 2 *Adj*—*Enough* money
 3 *Adv*—He is clever *enough*
- Fast.** 1 *Adj*—*Fast* train
 2 *Adv*—Run *fast*
 3 *Noun*—*Fast* of the night
 4 *Verb*—The Mahomedans *fast* in the Romzan
- Few** 1 *Adj*—*Few* boys were present
 2 *Subs Pron*—*Few* shall part where many meet.
 3 *Noun*—Give me a *few* (of) oranges
- For** 1 *Adv*—He has been done *for*
 2 *Conj*—Let him go, *for* he is ill
 3 *Prep.*—Bring *for* me a glass of water
 I will pay Rs 5 *for* the book (*In exchange for*)
 He will serve *or* you (*Instead of*)
 I am *for* the proposal (*In favour of*)
 For your kindness I did it (*for the sake of*)

He has started *for* home (*In the direction of*) Bread is good *for* food (*For the purpose of*) He has taken leave *for* 2 months (*To the extent of*) He is tall *for* his years (*In respect of*) *For* all you say I will go (*In spite of*)

- Half** 1 *Adj*—*Half* holiday
 2 *Adv*—*Half* done.
 3 *Noun*—Take *half* of what is there.
- How** 1 *Indef Inter Adv*—*How* have you come here?
 2 *Def Conj Adv*—Tell me *how* you have come here.
 3 *Noun*—Somehow or other (*how*) he has done it.
- However** 1 *Adv*—*However* poor he is, he will not borrow money
 2 *Conj*—He is not industrious, *however* he has been promoted
- In** 1 *Adv*—Come *in* Pull *in*.
 2 *Prep*—*In* the house (*place*) *In* danger (*state*) Irritable *in* nature (*reference*) *In* the morning (*time*)

- It** 1 *Neuter Pron*—Give me a pencil, *it* should be soft.
It is only an infant *It* is a peerless kinsman
References Forward—*It* is said that *he is insane*
Backward *Rice* is our chief food, *it* grows in moist soil
Indefinite—If *it* is fine I will start
 Fight *it* (cognate) out
- Late** 1 *Adj*—*Late* chairman, *late* hour
 2 *Adv*—He has attended *late*
- Less** 1 *Adj*—*Less* time
 2 *Adv*—The *less* said, the better
 3 *Noun*—He is satisfied with *less*
- Like** 1 *Adj*—*Like* an orange
 2 *Verb*—He *likes* me
 3 *Noun*—I do not hope to see his *like* again
- Little** 1 *Adj*—*Little* child
 2 *Adv*—He is *little* pleased
 3 *Subs P₁*—He is satisfied with *little*
 4 *Noun*—Give me a *little* of your surplus
- Most** 1 *Adj*—*Most* boys, *most* rivers
 2 *Noun*—*Most* of the soldiers were killed
 3 *Adv*—*Most* careful
- Many** 1 *Adj*—*Many* boys
 2 *Subs Pr*—*Many* attended the meeting
 3 *Noun*—A great *many* 'of soldiers were killed
 4 *Multiply Numeral*—*Many* a (one) man = *many* times *one man*
- May** 1 *Permission*—You may go
 2 *Possibility*—It may rain He may pass
 3 *Wish*—May you live in peace '
- Mean** 1 *Adj*—*Mean* conduct
 2 *Noun*—{ Follow the golden mean
 { He has no *means* to pay off his debt
 3 *Verb*—What do you *mean* by this ?
- More** 1 *Adj*—*More* men are required
 2 *Adv*—Be *more* careful in future
 3 *Noun*—*More* is said but little done
- Much** 1 *Adj*—*Much* work is yet to be done
 2 *Adv*—He has done *much* better this time
 3 *Noun*—This *much* will do
 4 *Subs P₁*—I do not want *much*
- Must** 1 *Compulsion*—You *must* go
 2 *Determination*—I *must* have my coat
 3 *Certainty*—He *must* have gone away

- Near** 1 *Adj*—A *near* relation
2 *Adv*—Stand *near*
3 *Prep*—*Near* the house
- Needs** 1 *Vero*—He *needs* your help
2 *Noun*—His *needs* are increasing
3 *Adverb*—You must *needs* go
- Next** 1 *Adj*—*Next* boy
2 *Adv*—Who will go *next* ?
3 *Prep*—I live *next* the school
- Neither** 1 *Adj*—*Neither* party was present
2 *Conj*—He *neither* ate nor drank anything
- No** 1 *Adj*—*No* boy was present
2 *Adv*—He is *no* more
- None** 1 *Subs Pron*—*None* attended the meeting
2 *Adv*—He is *none* the better for his success
- Now** 1 *Adv*—Bring the book *now*
2 *Conj*—*Now* that he has come, I will go
3 *Noun*—I expected your arrival before *now*
- Of** *Prep* 1 He comes *of* a noble family (*Source*)
2 He is void *of* sense (*Separation*)
3 He has died *of* the wounds (*Result*)
4 A chain *of* gold (*Material*)
5 The branches *of* the tree (*Possession*)
6 The city *of* Delhi (*Apposition*)
7 *Of* all the boys, Ram is the best (*Partition*)
8 He is short *of* sight (*Reference*)
- Off** 1 *Adv*—Be *off* The fever is *off*
2 *Prep*—Don't be *off* your guard
- One** 1 *Adj*—*one* boy, *one* pen
2 *Subs Pron*—*One* is wanted, not more. Young *ones*
- Once** 1 *Adv*—He was *once* a painter
2 *Conj*—Ireland will prosper, *once* it gets a separate constitution
3 *Noun*—I want only for *once*
- Only** 1 *Adj*—*Only* son of his father
2 *Adv*—He can *only* run
3 *Conj*—Take Rs 5 if you like, *only* do not squander it
- Other** 1 *Adj*—No *other* thing is wanted
2 *Sub Pron*—I do not want this but the *other*
- Over** 1 *Adv*—All is *over* with him
2 *Prep*—*Over* the house (*Place*) *Over* three hours (*Time*) Ply *over* the river (*Across*) He has got *over* his difficulties (*Beyond*)

- Past** 1 *Adj* — *Past* life
2 *Prep* — He is *past* all chances of recovery
- Rather** *Adv* — I had *rather* go than wait here (*sooner, better*)
I am *rather* anxious to see him (*somewhat*)
- Right** 1 *Adj* — *Right* man, *right* answer
2 *Adv* — He went *right* to the station
3 *Noun* — I demand it as of *right*
- Round** 1 *Adj* — *Round* ball
2 *Adv* — Turn *round*
3 *Prep* — *Round* the garden
4 *Noun* — Constable's *round* of duty
5 *Verb* — To *round* the cape of Comorin
- Run** 1 *Verb* — He *runs* He *ran* a race
2 *Noun* — Fifty *runs* He is above the ordinary *run* of Police Sub-Inspectors
- Save** 1 *Verb* — *Save* me from my danger
2 *Prep* — All *save* Ram, have gone out
- Shall and will** *Simple futurity* *Promise, command, threat*
I shall I will
Thou wilt Thou shalt
He will He shall
- Shall and will in Interrogations express enquiries**
- | | |
|--|---|
| <i>About future events regarding persons</i> | <i>About the wish of the person spoken to</i> |
| Shall I ? | Shall I ? |
| Shall you ? | Will you ? |
| Will he ? | Shall he ? |
- Since** 1 *Prep* — *since* a week *Since* his death
2 *Indet Adv* — I saw Ram on Monday last, I have not seen him *since* His father died long *since*
3 *Conj Adv* — *Since* he failed in the Matriculation Examination, he has been idle
4 *Conj* — *Since* you are ill, you need not go
- So** 1 *Pron* — The father is a lawyer and *so* is the son Pay him Rs 5 or *so*
2 *Demonst Adj* — I am mistaken, and *so* you are
3 *Adv* — I am *so* weak that I can not work
4 *Conj* — You have failed in two subjects, *so* you cannot be promoted
- Some** 1 *Pron Adj* — *Some* men are honest
2 *Adv* — The wall is *some* ten feet high
3 *Pron* — Have you got mangoes? Give me *some*

- Still** 1 *Adj* — *Still* hours
 2 *Adv* — He is *still* suffering
 3 *Conj* — He is lame, *still* he can walk a mile in half an hour
- Sound** 1 *Noun* — The *sound* of the gun
 2 *Adj* — *Sound* sleep, *sound* health
 3 *Verb* — *Sound* the bell *Sound* his views
- Such** 1 *Pron Adj* — *Such* boys
 2 *Subs Pron* — *Such* was the character of Akbar the Great
- Take** *Verb* — I *take* your word as truth (*accept, adopt*) You must *take* the consequences (*submit to*) I can not *take* the meaning (*understand*)
- Than** 1 *Conj* — I like you better *than* your brother
 2 *Prep* — Such was Chaitanya *than* whom a more forgiving spirit is nowhere to be found
- That** 1 *Rel Pron* — This is the thing *that* I want
 2 *Dem Adj* — *That* boy seems to be very clever
 3 *Dem Pron* — *That* will do
 4 *Conj* — I know *that* he is ill
- The** 1 *Dem Adj* (article) — *The* tree is high
 2 *Adv* (Instrumental) — *The* more, *the* merrier
- Then** 1 *Adj* — The *then* king of England
 2 *Adv* — you can attend *then*
 3 *Conj* — If there is no proof against you, *then* you are discharged
- Till** 1 *Prep* — Remain here *till* Monday morning
 2 *Conj Adv* — Stand here *till* I come back
- Too** 1 *Adv* — This is *too* small
 2 *Conj* — Ram has passed, we *too* must try
- To** 1 *Adv* — *To* and fro, go *to*, fell *to*
 2 *Prep* — Duty *to* God (*towards*) Sweet *to* the taste (*adaptation*) Five *to* ten (*comparison*) *To* this end (*purpose*) Slain *to* a man (*limit*) Torn *to* pieces (*result*)
- Under** 1 *Adv* — Keep your passions *under* (*subjection*)
 2 *Prep* — Be patient *under* dingers (*subordination*)
 He is *under* me in the class (*subordination*)
 Can you sell it *under* Rs 4 (*less than*),
- Up** 1 *Adv* — The sun is *up*
 2 *Prep* — *Up* the river
 3 *Adj* — The *up* trunk
 4 *Noun* — The *ups* and downs of life

Well	1	<i>Adj</i> — I am <i>well</i>
	2	<i>Adv</i> — <i>Well</i> done.
	3	<i>Conj</i> — <i>Well</i> , you can go now
	4	<i>Noun</i> — Leave <i>well</i> alone
What	1	<i>Pron Adj</i> — <i>What</i> news?
	2	<i>Int Pron</i> — <i>What</i> is the matter?
	3	<i>Comp Rel Pr</i> — I know <i>what</i> I should do
	4	<i>Adv</i> — <i>What</i> (partly) with labour, and <i>what</i> with good luck, the man has become very rich
	5	<i>Interj</i> — <i>What</i> ! Have you torn my cloth!
While	1	<i>Adv</i> — <i>While</i> I was coming to school, I saw a lame beggar
	2	<i>Conj Adv</i> — Work <i>while</i> you work
	3	<i>Conj</i> — Wicked men laugh, <i>while</i> good men sympathise with me
	4	<i>Verb</i> — Do not <i>while</i> away your valuable time
	5	<i>Noun</i> — Read for a <i>while</i> , then go out
Worth	1	<i>Noun</i> — A man of <i>worth</i>
	2	<i>Verb</i> — Woe <i>worth</i> the day
	3	<i>Adj</i> — This is <i>worth</i> nothing
Yet	1	<i>Adv</i> — He has not come <i>yet</i>
	2	<i>Conj</i> — Though he slay me, <i>yet</i> will I trust in him

CHAPTER XXVI

A — APPARENT SYNONYMS

(1) Abhor, Detest, Loathe

We *abhor* what is disagreeable to our feelings We *detest* that which is repugnant to our moral sense We *loathe* what is offensive to our physical taste We *abhor* meanness, we *detest* hypocrisy and we *loathe* food when we are ill

(2) Absolute, Despotie, Arbitrary, Tyrannical

Absolute means *free from all control* *Despotie* means *exercising unlimited power by the consent of others* *Arbitrary* means *exercising authority with caprice or selfishness* *Tyrannical* means *oppressive and unjust*

(3) Abstemious, Sober, Temperate

Abstemious is a generic term *Sober* and *Temperate* are specific terms An *abstemious* man does not eat or drink as much as he can, a *sober* man drinks but is not intoxicated, and a *temperate* man eats and drinks in due proportion *i.e.* not in excess

(4) Accost, Salute, Greet, Welcome

To *accost* is to *come to a person and to speak to him* *Salute* is to *bid good speed to a friend* To *greet* is to *express a good wish* To *welcome* is to *take a friendly notice on one's first arrival*

(5) Acquaintance, Familiarity, Intimacy

Acquaintance rises from occasional meeting, *Familiarity*, from frequent visits, and *intimacy*, from frequent meeting and free conversation

(6) Acquire, Earn, Gain, Win

We *acquire* a permanent good by continued efforts, as knowledge. We *gain or win* a temporary good by trying or by good luck, as victory and prize We *earn* money or livelihood by labour

(7) Active, Busy, Officious

Active means *always ready to be employed* *Busy* means *actually employed* *Officious* means *interfering, meddlesome* *Active* is opposed to *lazy*, *busy* is opposed to *being at leisure*, *officious* is always used in a bad sense, *meddlesome*

(8) Adore, Worship, Revere

To *adore* is to do suitable homage to God To *worship* is to shew respect to Him by certain outward forms To *revere* is to hold in high esteem for superior qualities We can *adore* God at all times, we *worship* Him at fixed times, and we *revere* our parents or the sages

(9) Adulation, Flattery

Adulation is entire subserviency and *flattery* is excessive admiration *Adulation* is mixed with falsehood and *flattery* exceeds the truth Courtiers are guilty of adulation Lovers are prone to flattery

(10) Advice, Counsel

Advice flows from superior professional knowledge *Counsel* flows from superior knowledge or moral principles A lawyer gives *advice* to his client but a father gives *counsel* to his children *Advice* is cautious and *counsel* is wise

(11) Affable, Courteous

Affable means ready to converse *Courteous* is polite in manners A king is *affable* when he speaks freely with his subjects, he is *courteous* when he observes forms of politeness *Affable* is natural *Courteous* is acquired

(12) Affront, Insult, Outrage

Affront is reproach in the presence of others *Insult* is insolent treatment *Outrage* is personal violence

(13) Artful, Artificial

Artful means done by art or design *Artificial* is done by workmanship *Artful* is opposed to artless *Artificial* is opposed to natural

(14) Artist, Artisan

An *artist* practises the fine arts but the *artisan* practises the vulgar arts The *artist* occupies a higher position than the *artisan*. The musician, painter, sculptor are *artists* whereas the carpenter and the blacksmith are artisans

(15) Avenge, Revenge

To *avenge* is to punish for another and the *revenge* is to punish for one's ownself God avenges the oppressed Revenge is a vulgar passion opposed to forgiveness

(16) Beautiful, Handsome, Pretty

Beautiful means possessing graces in feature and complexion *Handsome*—good in feature *Pretty*—delicate and symmetrical in form

(17) Benevolence, Beneficence

Benevolence wishing well of others *Beneficence*, doing good to others Benevolence is of the heart and beneficence is of outward conduct

(18) Bravery, Courage, Valour

Bravery is of the blood, *courage* of the mind *Bravery* lies in physical temperament and *courage* in reason *Bravery* is necessary in the time of danger, courage at all times *Valour* is higher than *courage* and *bravery*

(19) Bring, Fetch, Carry

Bring is to remove from where one is *Fetch* is to go and bring *Carry* is to bear at the command of another

(20) Buy, Purchase

Buy is to get a thing for money *Purchase* is to get costly things *Purchase* is a term of more refinement than buy

(21) Candid, Sincere

Candid, expressing one's mind freely even against oneself *Sincere*, expressing as far as is consistent with truth The former arises from purity of intention, the latter from a love of truth

(22) Careful, Cautious

Careful—full of care in doing or not doing a thing *Cautious*—guarding against danger

(23) Cause, Reason

Cause is a generic and *reason*, a specific term *Cause* refers to outward things, *reason* refers to the operation of the mind *Cause* is followed by effect and *reason*, by conclusion

(24) Celestial, Heavenly

Celestial refers to nature *Heavenly* to spirit We speak of celestial globe, but heavenly spirits

(25) Change, Alter

Change is to put another instead *Alter* is to make different We change our dress or habit, but our dress is altered by a tailor

(26) Character, Reputation

Character is moral mark which distinguishes one man from another *Reputation* means what is thought of a person *Character* is in the man, reputation is what others think of him

(27) Cheerful, Merry, Gay

Cheerful is that which cheers the mind *Merry* has an element of noise in it *Gay* implies pleasure and indulgence *Cheerfulness* is habitual, merriment or mirth is occasional, and gaiety is transitory and depending upon external circumstances

(28) Chill, Cold

Chill is less in degree than *cold* *Chill* of the morning air, *cold* of winter

(29) Childish, Child-like

Childish is in the manner of a child *Child-like*, like a child *Childish* is used in a bad sense but *child-like*, in a good sense *Childish* folly, *child like* simplicity

(30) Cite, Quote

We *cite* an author but we *quote* passages from his work We *cite* a person as a witness

(31) Civil, Polite

Civil, belonging to a citizen *Polite*, polished in manners *Civility* is necessary in all grades of life, *politeness*, among men of good-breeding.

(32) Clean, Cleanly

Clean, free from dirt *Cleanly* applies to the habit of being clean A person who is neat and *clean* in his habit is *cleanly*

(33) Command, Order

Command is the exercise of authority by a superior person, *order* is used in the sense of direction which is instructive The king commands, the master orders his servants

(34) **Commanding, Imperious, Authoritative**

Commanding voice (good) *Commanding* air (bad) *Imperious* haughty (bad) *Authoritative*—necessary for discipline, as, *authoritative* injunction

(35) **Condition, Station**

Condition refers to birth, education and earthly circumstances
Station refers to rank and mode of life

(36) **Confer, Bestow**

Confer is an act of authority as kings *confer* titles *Bestow* is an act of charity, as favour or relief is *bestowed*

(37) **Confess, Admit**

A man *confesses* a crime or guilt, but he *admits* a fault or mistake

(38) **Confusion, Disorder**

Confusion means absence of order *Disorder* is the reverse of order where it exists

(39) **Console, Comfort**

Console is to relieve pain *Comfort* is to give pleasure

(40) **Contagious, Infectious**

Contagious, produced by touch *Infectious*—produced, indirectly through the clothes or air Small-pox is a *contagious* disease Cholera is *infectious*

(41) **Contemptible, Contemptuous**

Contemptible, deserving of contempt, as a contemptible drunkard *Contemptuous*, expressing of contempt, as contemptuous sneer

(42) **Corporal, Corporeal**

Corporal—relating to the body, as corporal punishment *Corporeal*—belonging to the body, as corporeal substances

(43) **Crime, Vice, Sin**

Crime is a violation of human laws *Vice* is a violation of moral laws and *Sin* is a violation of God's commands Theft is a crime, drunkenness is a vice, lying is a sin

(44) **Cry, Weep**

Crying arises from bodily pain and *weeping* from mental grief

(45) **Custom Habit**

Custom is the repetition of an act, *habit* is the effect of that repetition The custom of rising early produces the habit

(46) Deadly, Fatal, Mortal

Deadly—death-like in effect *Mortal*—liable to death *Fatal*—causing death or great mischief Deadly poison, mortal wound, fatal step or stroke

(47) Defend, Protect.

Defend is to put a thing before another as a covering *Protect*—persons having power can *protect* others Any man can defend himself or others, but only a powerful man can protect

(48) Deny, Refuse

We *deny* a fact or accusation We *refuse* a prayer or request

(49) Discover, Invent

Discover, find out what existed but was not known *Invent* to produce a new effect Columbus discovered America, Galileo invented the telescope

(50) Dismiss, Discharge

Dismiss—to send away in disgrace *Discharge*—to release from a charge A dishonest servant is dismissed An extra clerk is discharged for want of work

(51) Disposition, Temper

Disposition is a permanent and *temper*, a temporary state of the mind Cheerful disposition, irritable temper

(52) Exact, Extort

Exact—to realise by simple force, where necessary *Extort*—to get by violence The Collector *exact*s payment of rents A tyrant *extorts* money

(53) Excuse, Pardon, Forgive

We *excuse* a small fault Kings *pardon* crimes or great faults, We *forgive* offences against ourselves

(54) Fault, Mistake

Fault means that which should not be done *Mistakes* are due to wrong understanding

(55) Freedom, Liberty

Freedom is the state of being free in a natural state *Liberty*—freedom from external restraint

(56) Famous, Celebrated, Noted, Notorious, Renowned, Illustrious

Famous is that which causes a sensation *Celebrated* is that which is praised with solemnity *Noted* is famous in a good or bad sense *Notorious* is always used in a bad sense *Renowned* is

that which causes a name *Illustrious* is that which gives a lustre and dignity *Famous* speaker *Celebrated* painter, *Noted* writer or gambler *Notorious* robber *Renowned* warrior *Illustrious* prince

(57) **Fancy, Imagination**

Fancy brings an object to the mind *Imagination* presents its image *Fancy* gives a picture, real or unreal, and dwells on trivial objects, but *Imagination* soars high even to the world of spirits

(58) **Follow, Pursue**

Follow is to go after in a friendly spirit, to *pursue* is to do so with a hostile intention We follow a friend with a view to overtake him The Police pursue a criminal in order to detect him

(59) **Forbid, Prohibit**

Forbid is to advise against, as a father forbids his son doing a thing *Prohibit* is to stop by a superior authority, as Govt prohibits the illicit sale of opium

(60) **Fragile, Frail**

Both *fragile* and *frail* mean liable to break but *fragile* refers to the body and *frail* refers to the mind

(61) **Gambol Gamble**

Gambol is to move playfully, which is innocent

Gamble is to be engaged in gambling, which is an offence

(62) **Govern, Rule**

To *govern* is to keep under control by law, but to *rule* is to do so arbitrarily

(63) **Hear, Listen**

Hear is to exercise the ear *Listen* is to hear with attention or effort

(64) **Idle, Lazy, Indolent**

Idle, means unwilling to do anything useful An *indolent* man loves quiet A *lazy* man loves ease

(65) **Hope, Expect**

We *hope* for what may or may not happen We *expect* that which must happen We hope to be happy but we expect a good harvest, when there is sufficient rain *Expect* is to *Hope* with pleasure

(66) **Informant, Informer**

Informant is one who informs for the good of others *Informer* informs with a view to molest or injure others The informant is thanked but the informer is detested

(67) **Imminent, Eminent —***Imminent*—impending, as imminent danger*Eminent*—famous, as eminent physician(70) **Irruption Eruption —***Irruption* means sudden invasion *Eruption*—breaking out as the eruption of a volcano(71) **Jealousy, Envy —**We are *jealous* of what we have We *envy* the good of others(70) **Peaceable, Peaceful —***Peaceable*—free from strife, as a peaceable family. *Peaceful*—free from noise, as a peaceful cottage(69) **Pitiable, Piteous —***Pitiable*—deserving pity *Piteous*—exciting pity(70) **Momentary, Momentous —***Momentary*—lasting for a moment *Momentous*—important(73) **Temporary, Temporal —***Temporary*—lasting for a short time *Temporal*—earthly, as opposed to spiritual(74) **Physic, Physique —***Physic*—medicine *Physique*—frame of body(75) **Reverent, Reverend —***Reverent*—full of reverence *Reverend*—worthy of reverence(76) **Populous, Popular —***Populous*—full of people *Popular*—loved by the people(77) **Spiritual, Spirituous —***Spiritual*—religious *Spirituous*—intoxicating

B APPARENT SYNONYMS CONTINUED

Faint (v)—To fall into swoon (*a*) weak*Feint (n)*—A pretence, a false appearance*Negligence*—An act of carelessness*Neglect*—Habitual carelessness*Practice (n)*—Habit, usage*Practise (v)*—To do repeatedly to get a habit acting in a particular manner

Allar (*n*)—A shrine for worship, a church

Alter (*v*)—To change

Refuse (*v*)—To deny or reject a request

Refuse (*n*)—Waste or worthless matter

Complement—That which completes full number or quantity

Compliment—Expression of praise or respect

Lightning—A flash of electricity

Lightening—Making light, reducing the burden, or labour

Affecting—Moving the heart

Affected—Pretended

Practical—Capable of being turned to use as opposed to *theoretical*

Practicable—Capable of being performed by the means at hand

Doubt—To withhold assent, to hesitate to believe

Suspect—To imagine guilt (before it is proved)

Willing—Free to do or grant, having the mind inclined

Desirous—Eagerly wishing to do or get a thing

Variety—Of different kinds *Variation*—Change

Dauntless—Incapable of being intimidated or terrified

Undaunted—Not at all terrified or disheartened

Efficacious—Producing a cure

Effectual—Producing an effect

Effective—Capable of producing an effect

Gentle—Mild

Genteel—Elegant in dress or appearance

Alternate—Being by turns, reciprocal

Alternative—A choice between two things

Dwell—Reside *Inhabit*—To occupy a house

Main—Chief *Mane*—Hair of a lion's neck *Main* (*n*)—Ocean

Route—(*n*) Road—*Rout* (*v*)—Defeat

Imperial—Relating to an Empire or Emperor

Imperious—Haughty

Allusion—A reference, a hint *Illusion*—False show, deception

Opposite—Contrary *Apposite*—Suitable

Continual—Continued with a break

Continuous—Continued without a break

Junction—Union, point of union *Juncture*—Critical time

Sensible—Intelligent

Sensitive—Easily touched in feeling

Sentient—Having the power of perception.

Choir—A band of singers, part of the church, kept for the singers

Quire—Twenty-four sheets of paper

Council—An assembly *Counsel*—Advice, a barrister

Significance—Importance *Signification*—Meaning

Low—Not high, depressed *Lowly*—Humble

Sal—Exchange for money *Sail*—An expanded cloth hoisted on the mast

Disinterested—Free from self interest

Uninterested—Taking no interest

Deprecate—To pry against, to regret

Depriciate—To lower the value of

Observance—Keeping or obeying, as the rites in a ceremony

Observation—Act of seeing, remark

Confidant—Trusted friend

Confident—Hopeful, certain

Elicit—To draw out, deduce *Illicit*—Unlawful, prohibited

Habit—Practice *Habitation*—Dwelling house

President—Head of a Republic or an assembly

Precedent—A previous similar case

Simulate—Pretend to be what we are not

Dissimulate—Conceal what we are

Dependant (*n*)—A person depending on another

Dependent (*adj*)—Relying on another's support

Timid—Destitute of courage

Cowardly—Like a coward, base, mean

Meaningless—Having no meaning at all

Senseless—Foolish

Courteous—Polite *Courtly*—Elegant, polite with dignity

Yoke—A chain, bondage *Yolk*—The yellow part of an egg

Adverse—Unfavourable, *Converse*—Opposite *Reverse*—Turning backward, misfortune

Corpse—Human dead body *Corps*—Regiment of soldiers

Carcase—Dead body of an animal

Verbal—Oral *Verbose*—Containing more words than necessary

Calendar—A yearly register or report *Calender*—A hot press or cloth

Conscious—Knowing, aware of *Conscientious*—Acting in obedience to conscience

Desert—Sandy waste, merit *Dessert*—Fruits and sweets

D'stiny—Fate *Destination*—Place to which a thing is appointed

Miner—One who works in a mine *Minor*—Junior, small in age

Benediction—Blessing *Benefaction*—Charity

Councillor—Member of council. *Counsellor*—Adviser

Godly—Pious *God like*—Resembling God

Farther—More distant *Further*—In addition to

Prescribe—Treat medically *Proscribe*—Denounce as dangerous

Sick—Ill *Sickly*—Frequently sick or ill

Metal—A mineral substance, as iron, gold

Mettle—Spirit *Considerate*—Wise *Considerable*—Large

Ef'face—Rub out *Deface*—Disfigure

Disease—Illness *Decease*—Death

Dumb—Unable to speak *Mute*—Silent (though able to speak)

Dearth—Scarcity of food *Dearness*—High price

Draught—A quantity drunk at once *Drought*—want of rain

Humility—Meekness *Humiliation*—Disgrace

Kind—Benevolent, sympathetic *Graceful*—Modest, beautiful
Gracious—Kind

Kindly—Having a disposition to make others happy.

Feminine—Delicate, denoting the female sex *Effeminate*—Weak as woman, unmanly

Imaginary—False, not real *Imaginative*—Forming new images, creative

Sailor—Seaman *Sailer*—A ship

Ingenuous—Clever, skilful *Ingenuous*—Frank, sincere

Coll'sion—Striking together as of two trains

Collusion—Secret agreement

Good—Gentle, kind *Goodly*—Graceful

Luxurious—Given to rich living

Luxuriant—Growing vigorously

Honorary—Getting no remuneration *Honourable*—Worthy of honour

Emerge—Rise out *Immerge*—Sink

Beneficial—Helpful profitable.

Beneficent—Kind, benevolent

Difference—Dissimilarity *Deference*—Respect

Numerous—Large in number *Numerical*—Consisting of number

Remember—To keep into the mind

Remind—To bring to one's mind

Recollect—To try to remember

Sanguine—Hopeful *Sanguinary*—Bloody

Venal—Open to bribery *Venial*—Pardonable

Beech—A tree *Beach*—Sea-shore

Ewe—Feminine of ram *Yew*—A tree

Polite—Courteous *Politie*—Wise, prudent

See (v)—Look at (*n*) Seat of an archbishop

Sea—A mass of water *Thirst (n)*—For water

Thrust—Pushed aside

Receipt—Act of receiving (money) *Reception*—Welcome, entertainment

Firm—(*adj*)—Steady, resolute *Farm (n)*—Store-house

Decry—To cry down, censure *Descry*—See from a distance

Stop, stay—Imply temporary abode

Live—Implies permanent abode

Reside—Habitual abode

Judicious—Wise *Judicial*—Pertaining to a Judge or Court of Justice

Lovely—Beautiful *Loving*—Affectionate *Lovable*—Worthy of love

Nobility—Excellence, noblemen *Nobleness*—Greatness of mind

Stationery—Paper, pencil, ink &c *Stationary*—Motionless.

CHAPTER XXVII

PARSING

Parsing is a grammatical description of a word in a sentence, showing—

- (1) What *part of speech* it is and of what class
- (2) Its *form* (if it is capable of inflection)
- (3) Its *relation* to some other word in the sentence, viz *its agreement or government*

EXAMPLES OF PARSING

1 *He is a proper man's picture, but alas ! who can converse with a dumb show ?*

He—Demons pron, masculine gender, 3rd person, singular, nom case to *is*

Is—Verb, strong, intransitive, indic mood, pr imperfect momentary tense, 3rd per, sing, agreeing with *he*

Proper—Adj, qualifying *man's*

Man's—Noun, common, masc gender, 3rd per sing poss case, possessing *picture*

Picture—Noun, common, neut gender, 3rd per sing subj comp of *is* (a verb of incomplete predication)

But—A co-ordinating conjunction, connecting the sentences *He is picture* and *'alas show'*

Alas—An interjection, denoting pity

Who—Interrogative pronoun, (gender unknown), third person, singular or plural, nominative case to the verb *can*

Can—Auxiliary verb, active voice, indicative mood, present tense, third person, singular or plural, agreeing with its nominative *who*

Converse—verb weak, intransitive, active voice, simple infinitive, present imperfect momentary tense, used as a noun, being the complement of the verb *can*

With—A preposition having for its object the noun *show*

A—Indefinite article, qualifying the noun *show*

Dumb—Adjective, qualifying the noun *show*

Show—A common noun, neuter gender, third person, singular, objective case, governed by the preposition *with*

2 *Go home, for thy father is ill*

Go—A verb, strong, intransitive, active voice, imperative mood present tense, second person, singular, agreeing with its nominative *thou* understood

Home—Adverbial objective, modifying the verb *go*

Ill—Adjective, used predicatively as the subjective complement of the verb *is*

3 *The more you read, the more you learn*

The—In form a demonstrative pronoun, adjective, neuter gender, singular, instrumental case, in use an adverb, modifying the adverb *more*

More—Adverb of the comparative degree, modifying the verb *read*

4 *Ah me ! I am undone*

Me—Personal pronoun, gender unknown, first person, singular objective of exclamation

Undone—Past participial adjective, subjective complement of the verb *am*.

5 *He was elected president*

President—Common noun, masculine gender, third person singular complementary nominative of the passive verb *was elected*

6 *Considering his old age, he has enough strength*

Considering—A verb, transitive, active voice imperfect participle, used impersonally, or—in form a verb, imperfect participle, used as a preposition governing the object *age*.

Enough—Adjective, qualifying the noun *strength*

7 *The meeting is held four times a month*

Times—A noun, common (class), neuter gender, plural, objective case, being the adverbial object of the verb *is held*

Month—A common noun, neuter gender, third person, singular, objective case, governed by the preposition *a*

A—In form an indefinite article, in use a preposition, governing the object *month*

8 *He need not come, but you must needs go*

Need—A verb, auxiliary, indicative mood, present tense, third person, singular, agreeing with its nominative *he*

Needs—An adverb, modifying the verb *go*

✓ 9 This is *as white as snow*

As—An adverb, modifying the adjective *white*

As—A conjunctive adverb, correlative to the preceding *as* and modifying *is white* (understood after *snow*)

10 To tell you the truth, he is innocent

To tell—Verb, transitive, active, infinitive mood, used absolutely

11 Where did he go to?

Where—In form an adverb, in use it is a common noun, neuter gender, third person, singular, objective case, governed by the preposition to

✓ 12 Hunting the deer is very *amusing*

Hunting—A verbal noun, transitive (object *deer*, active voice, singular, nominative case to the verb *amusing*)

Amusing—Verb, imperfect participle, used as complement of the verb *is*

13 "The troops *exulting*, sat in order round "

And *beaming* fires illumined all the ground

Exulting—Verb, weak, intransitive, imperfect participle, third person, plural, having for its agent *troops*

Beaming—Present participial adjective, qualifying the noun *fires*

14 (a) There are *none* so happy as the *wealthy*

(b) He is *none* the happier for all his wealth

(a) *There*—An independent indefinite adverb, used to introduce the subject *none*

None—Indefinite pronoun, substantive, third person, plural, nominative case to the verb *are*

Wealthy—Adjective, used as a substantive, third person, plural, nominative case to the verb *are* (understood after *wealthy*)

(b) *None*—An independent adverb, modifying *the happier*

15 Generally *speaking*, it is cool in December

Speaking Imperfect participle, used impersonally, or—in form a verb, intransitive, active imperfect participle, in one a part of the adverbial phrase *speaking generally*, qualifying the sentence It is cool in December

16 (a) I have not seen him *since* last year

(b) We parted at the school, he has not met me *since*

(c) *Since* you say so I accept it as true

- (a) *Since*—preposition, governing the object *year*
 (b) *Since*—An independent adverb, modifying the verb *met*
 (c) *Since*—A subordinating conjunction connecting the two clauses 'I accept it as true' and 'you say so'

17 He earns *whatever he can*

Whatever he can—Noun clause object of the transitive verb *earns*

- 18 (a) I want *to go* home
 (b) *To swim* is a good exercise
 (c) I have no book *to read*

(a) *To go*—Infinitive phrase, used as a noun, objective case governed by the transitive verb *want*

(b) *To swim*—Simple infinitive, subject of the verb *is*

(c) *To read*—Gerundial infinitive, used as an adjective, qualifying *book*

- 19 (a) I went to his house *but* I could not see him
 (b) All *but* Hari was present
 (c) He has *but* one son
 (d) There is none *but* wishes to be happy

(a) *But*—Co ordinating conjunction, joining 'I went home, and 'I could him'

(b) *But*—Preposition governing *Hari* in the objective case

(c) *But*—Adverb, modifying *one*

(d) *But*—Relative pronoun (=that not), nominative case to the verb *wishes*

- 20 (a) He is ill and *so* I have asked him not to go to school
 (b) If you are unwilling to do this, say *so*
 (c) Hem is *so* weak, that he cannot walk

(a) *So*=therefore, conjunction

(b) *So*=it, pronoun, object of *say*

(c) *So*—Adverb modifying *weak*.

- 21 (a) I am *much* better to-day

Much—Adverb modifying *better*

(b) He can be seen *no* more

No—Adverb. modifying the adverb *more*

(c) He has *no* money

No—Adjective, qualifying *money*

- 22 (a) His conduct is not *such as* I expected
 (b) Ram is not *as intelligent as* his brother
 (a) Such—Pronominal adjective of the demonstrative kind, qualifying *house*
 As=Which, relative pronoun, having for its antecedent *house*, object of *expected*
 (b) As—Adverb, modifying the adjective *intelligent*
 Intelligent—Adjective, complement of *is*
 As—Conj. adverb of comparison, modifying *intelligent* understood
- 23 *This* done he left the place
 This=This being done, nominative absolute
- 24 *Although poor* he gives alms to the *poor*
 Although—Subordinating conj
 Poor=Although he is poor adj complement of *is*
 Poor—Adjective, used as a noun (=poor man), plural, objective case, governed by *to*
- 25 (a) He called me a *fool*
 (b) This book cost me five *rupees*
 (c) He tried his *best*
 (d) I was called a *fool*
 (e) He wept bitter tears
 (f) I was given a *book*
 (a) Noun, objective complement of *called*, referring to *me*
 (b) Noun, adverbial object denoting *amount*
 (c) Best=Best trial, cognate object of *tried*
 (a) Noun, subjective complement of *was called*, qualifying *I*
 (e) Cognate object of *wept* (partial cognate.)
 (f) Retained object of *was given*
- 26 (a) He has *enough* money
 (b) He is strong *enough* to do this
 (c) He was punished *enough*
 (d) *Enough* has been said
 (a) Adjective qualifying *money*.
 (b) Adverb modifying *strong*
 (c) Adverb, modifying *punished*
 (d) Noun, nominative case to the verb *has been said*
- 27 (a) He came *running*
 (b) He gave me a book *to read*
 (c) He is a man *of wealth*
 (a) Participle, used adverbially, enlargement of *came*
 (b) Gerundial infinitive mood, used adverbially, modifying *gave*
 (c) Adjective phrase, qualifying *man*

- 28 He died a *martyr*
Martyr—Complementary subject of the intransitive verb *died*
- 29 I went to *Thacker, Spink and Co's*
Thacker—Proper noun, possessive case, qualifying the noun *shop* understood
- 30 I don't care a *straw* for him
Straw—Objective case adverbial object, denoting degree
- 31 He comes here four days *a week*
Week—Objective case, governed by *a* (=on)
- 32 His heart failed *him*
Him—Demonstrative pronoun, in the dative case
- 33 Is he an enemy? He is *so*
So—Demonstrative pronoun, complementary subject of the verb *is*.
- 34 You are a man and shew yourself as *such*
Such—Demonstrative pronoun, subject of the verb *shews* understood (Such=such a man)
- 35 *Who* is he?
Who—Interrogative pronoun, nominative case, complementary subject of the verb *is*
- 36 He is a man of *five and thirty*
Five and thirty—Compound adjective of quantity, qualifying the noun *years* understood
- 37 Rice *sells cheap*
Sells—Active in form, passive in sense (Sells=is sold)
Cheap—Adjective, used as an adverb
- 38 The egg is the *very* thing I am longing for
Very—Adjective qualifying *thing*
- 39 The day *before* was rainy and so was the day *after*
Before and after—each adverb used as an adjective, qualifying *day*
- 40 *Round*¹ The rocks the ran, where the *round*² bay swerving
*round*³ gently, *rounds*⁴ the rugged shore
(1)—Preposition, governing *rocks* in the objective case

(2)—Adjective, qualifying *boy*

(3)—Adverb, modifying *swerving*

(4)—Verb, transitive, having for its object shore subject—*boys*.

41 The boy *there* is my brother

There—An adverb, used as an adjective, qualifying *man*

42 What God *wills*, will be

Wills—Weak verb, transitive principal verb, present tense, having for its subject *God*

43 God *save* our Gracious Emperor.

Save—Subjunctive mood, optative use (God save=May God save)

44 I *dare* say Ram is not at home

Dare say (=probably' may be parsed as one word or dare as an incomplete verb, its complement being *to say*

45 He *is come* (has come)=Indicative mood, present perfect tense

46 I saw a man *clad* in rags

Clad—Past participle, qualifying the noun *man*

47 I regret *having spoken* angrily

Having spoken—Gerund, perfect, object of the verb *regret*

48 Thy are fond of *making* noise

Making—Gerund objective case, governed by the preposition *of* and governing noise in the objective case

49 They love *each other*=They love, each loving the other

Love—Intransitive, nominative they

Each other—Nominative absolute

50 He *is as* you know is an honest man

As=which—Relative pronoun objective case governed by *know*

51 *Please* God, I shall not fail to rescue you

Please—If it please weak verb, transitive, governing *God* in the objective case, subjunctive mood, agreeing with its nominative *it*

52 *Do* this, *please*=Please do this=Be pleased to do this

Please—Weak verb, intransitive, imperative mood, second person, having for its subject *you* understood

Do=To do, infinitive mood

- 53 Then were fifty men *on board* the ship
On board—Prepositional phrase, governing *ship* in the objective case
- 54 There were trees *on either side* the river
On either side—Prepositional phrase, gov *river*
- 55 *Fortunately* he died
Fortunately—Adverb, modifying the sentence.
- 56 No one *else* was present
Else—Adjective, qualifying *one*
- 57 He is sorry *else* he would not weep
Else=Otherwise, conjunction.
- 58 (a) Better *dwell* in the midst of alarms
Dwell=it is better to dwell, infinitive mood
(b) You had better *go* home
Go—In the infinitive mood
- 59 *So much the better*=it is so much the better
So=Adverb of degree modifying the adverb *much*
Much=Adverb modifying the verb *is* understood
The—Adverb, modifying the adjective *better*
Better—Adjective, comparative degree, complement of *is*
- 60 (a) *Go* where I will=(Though I go where)
Go—Imperative mood first person, nom *I*
(b) Good *forbid* that I should be this,
Forbid—Subjunctive mood, present tense, third person, singular, nom *God*

CHAPTER XXVIII

DERIVATIVES

THE ITALICISED ARE LATIN ADJECTIVES

A

<i>Noun.</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
Accident	Accidental	Confidence	Confidential
Air	Airy, aerial	' Critic, Crisis	Critical
* Adament	Adamantine	Cylinder	Cylindrical
Benefit	Beneficial	Circuit	Circuitous
Brass	Brazen	Day	Daily, <i>Diurnal</i>
Blood	{ Bloody, <i>Sanguinary</i>	Decree	' Decretal
Bounty	Bounteous	Defect	Defective
Body	Bodily, <i>Corporeal</i> , <i>Corporal</i>	Dog	<i>Canine</i> , Doggish.
' Bile	Bilious	Doubt	Doubtful
Brine	' Briny	Dragon	Dragonish
Brother	Brotherly, <i>Fraternal</i>	Drama	' Dramatic
Brute	Brutal	Drone	' Dronish
Burden	Burdensome	Duke	' Ducal
Cat	' <i>Feline</i>	Earth	{ Earthly, ' <i>Terrestrial</i>
Cause	Causal	Ease	Easy
Centre	Central	Ear	' <i>Auricular</i>
Child	{ Childlike, child- ish, ' <i>Puerile</i>	East	Eastern, Easterly
Change	' Changeable	Enemy	' Inimical
Ceremony	{ Ceremonial, Ceremonious	Eye-	' <i>Ocular</i>
Court	{ Courtly Courteous	Equator	Equatorial
' Circumstance	Circumstantial	Error	' Erroneous
* Caprice	Capricious	' Equinox	Equinoctial
' Crime	Criminal	Father	Fatherly, <i>Paternal</i>
' Circle	Circular	Fire	Fiery
Continent	Continental	Fortune	Fortunate
' College	Collegiate	Fraud	' Fraudulent
Contempt	{ Contemptuous, Contemptible	Friend	Friendly
		Fish	Fishy, <i>Piscatory</i>
		Feather	Feathery
		Gas	Gaseous
		' Guile	{ Guileful, Guileless
		Greed	Greedy

<i>Noun.</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
God	Godly, <i>Divine</i>	Man	Manly
Gelatine	Gelatinous	Marvel	Marvellous
Habit	Habitual	Memory	Memorial
Hair	Hairy	Mercy	Merciful, Merciless
Hazard	Hazardous		
Health	Healthy, Healthful	Medicine	{ Medical, Medicinal
Heart	Hearty, <i>Cordial</i>	Merit	Meritorious
Hell	Hellish	Metal	Metallic
Help	{ Helpful, Helpless	Merchant	Mercantile
Heaven	{ Heavenly, <i>Celestial</i>	Meteor	Meteoric
Hunger	Hungry	Method	Methodical
Husk	Husky	Mind	Mindful, Mental
Home	Homely	Minister	Ministerial
Horn	Horny	Mire	Miry
Island	Insular	Might	Mighty
Incident	Incidental	Misery	Miserable
Infant	Infantile	Misfortune	Misfortunate
Industry	{ Industrial, Industrious	Muscle	Muscular
Insect	Insectile	Money	{ Monetary, <i>Pecuniary</i>
Influence	Influential	Monarchy	Monarchical
Instinct	Instinctive	Moment	{ Momentous, Momentary
Instant	Instantaneous	Monotony	Monotonous
Intention	Intentional	Monk	Monkish
Iron	Iron	Mother	{ Motherly, <i>Maternal</i>
Judge	Judicious	Mood	Moody
Joke	Jocular, Jocose	Moon	<i>Lunar</i>
Joy	Joyous	Mythology	Mythological
King	Kingly, <i>Regal</i> , <i>Royal</i>	Name	Nominal
Knave	Knavish	Nerve	{ Nervine, Nervous
Knight	Knightly	Need	Needy
Law	Lawful, Legal	Nature	Natural
Lap	Lapful	Night	{ Nightly, <i>Nocturnal</i>
Labour	{ Laborious, Elaborate	Nomad	Nomadic
Leaf	Leafy, Leafless	Nose	Nasal
Lip	<i>Labial</i>	Nonsense	Nonsensical
Leather	Leathern, leathery	North	Northern, Northerly
Lord	Lordly	Number	{ Numerical, Numerous
Land	Landed	Naples	Neopolitan
Magistrate	Magisterial	Object	Objective
Malice	Malicious		

<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
Origin	Original	Ridicule	Ridiculous
Ornament	Ornamental	Residence	Residential
Outrage	Outrageous	Riot	Riotous
Palace	Palatial	Rock	Rocky
Passion	Passionate	Root	Rooted
Peace	Peaceful	Rose	Rosy
Period	Periodical	Rust	Rusty
Pity	Piteous, Pityful	Sense	{ Sensible, Senseless
Petal	Petalous	Sacrifice	Sacrificial
Peninsula	Peninsular	Silver	Silvery
Phlegm	Phlegmatic	Salt	<i>Saline</i> , Saltish
Proportion	{ Proportional, Proportionate	Style	Stylish
Philosophy	Philosophical	Sand	Sandy
Price	Precious	Star	Starry
Picture	Picturesque	Satan	Satanic
Pirate	Piratical	Sun	Sunny
Planet	Planetary	Satire	Satirical
Portugal	Portuguese	Study	Studious
Play	Playful	Saturn	Saturnine
Plenty	Plentiful	Sea	<i>Marine</i>
Poet	Poetic	School	Scholastic
Poison	Poisonous	Spring	<i>Vernal</i>
Pole	Polar	Science	Scientific
Period	Periodical	Scholar	Scholarly
Pomp	Pompous	Society	{ Social, Sociable
Peoples	{ Popular, Populous	Serpent	Serpentine
Post	Postal	Season	Seasonable
Progress	Progressive	Shade	Shady
Powder	Powdery	Shadow	Shadowy
Power	Powerful	Sweat	Sweaty
Preface	Prefatory	Swarth	Swarthy
Pride	Proud	Tongue	<i>Lingual</i>
Prejudice	Prejudicial	Tooth	<i>Dental</i>
Product	Productive	Talk	Talkative
Queen	{ Queenly, Queen-like	Use	Useful, Useless
Question	Questionable	Vice	Vicious
Rain	Rainy	Viceroy	Viceregal
Rancour	Rancorous	Virtue	Virtuous
Rapture	Rapturous	War	Warlike
Rate	Rateable	Water	{ Watery, <i>Aquatic</i>
Reason	Reasonable	Weight	Weighty
Rectangle	Rectangular	West	Westerly
Return	Returnable	Week	Weekly
Revenge	Revengeful	Will	Wilful, Willing

<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
Winter	Wintry	Wool	Woollen
Wile	Wily	World	Worldly
Weed	Weedy	Wheat	Wheaten
Wind	Windy	Whim	Whimsical
Wood	{ Woody, Wooden, Sylvan	Youth	Youthful
Woe	Woeful	Zeal	Zealous
		Zoology	Zoological

B

<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>
Able	Ability	Harsh	Harshness
Absent	{ Absentee, Absence	Hot	Heat
Abrupt	Abruptness	High	Height
Absurd	Absurdity	Honest	Honesty
Active	Activity	Happy	Happiness
Accurate	Accuracy	Hardy	Hardihood
Bankrupt	Bankruptcy	Haughty	Haughtiness
Brave	Bravery	Heavy	Heaviness
Brutal	Brutality	Humble	Humility
Broad	Breadth	Humid	Humidity
Brief	Brevity	Idle	Idleness
Bashful	Bashfulness	Insolent	Insolence
Begoted	Begotry	Intricate	Intricacy
Complete	Completion	Innocent	Innocence
Compatible	Compatibility	Ignorant	Ignorance
Complex	Complexity	Independent	Independence
Dear	Darling	Irritable	Irritability
Dexterous	Dexterity	Kind	Kindness
Droll	Drollery	Legal	Legality
Eccentric	Eccentricity	Legitimate	Legitimacy
Elegible	Elegibility	Liberal	Liberality
Eminent	Eminence	Merry	Merriment
Frail	Frailty	Mortal	Mortality
Fatal	Fatality	Noble	Nobility
False	Falsehood	Obdurate	Obduracy
Familiar	Familiarity	Obstinate	Obstinacy
Gay	Gaiety	Original	Originality
Gentle	Gentleness	Partial	Partiality
Grand	Grandeur	Perfect	Perfection
Gallant	Gallantry	Present	Presence
Generous	Generosity	Practicable	Practicability
Human, } Humane }	Humanity	Probably	Probability
Hard	Hardship	Possible	Possibility
		Permanent	Permanence
		Poor	Poverty

<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>
Patient	Patience	Sluggish	{ Sluggishness, Sluggard
Proud	Pride	Scarce	Scarcity
Pure	Purity	Secret	Secrecy
Public	Publicity	Stupid	Stupidity
Petulant	Petulance	Splendid	Splendour
Peevish	Peevishness	Social	Sociality
Private	Privacy	Still	Stillness
Real	Reality	Silent	Silence
Rigid	Rigidity	True	Truth
Rash	Rashness	Truthful	Truthfulness
Rough	Roughness	Weariness	
Simple	Simplicity		

C

<i>Noun</i>	<i>Verb</i>	<i>Noun</i>	<i>Verb</i>
Apology	Apologise	Grass	Graze
Bath	Bathe	Glory	Glorify
Bank	Embank	Half	Halve
Beauty	Beautify	Harmony	Harmonize
Breath	Breathe	Horror	Horrrify
Body	Embody	Length	Lengthen
Bed	Imbed	Light	Enlighten
Battle	Embattle	Liquid	Liquify
Beck	Beckon	Lion	Lionize
Bosom	Embosom	Memory	Memorize
Case	Encase	Mode	Modify
Courage	Encourage	Moral	Moralise
Crime	Incriminate	Nest	Nestle
Camp	Encamp	Night	Be-night
Cave	Encave	Patron	Patronise
Chain	Enchain	Peace	Pacify
Critic	Criticise	Poison	Empoison
Colony	Colonize	Power	Empower
Cloud	Be-cloud	Person	Personify
Drama	Dramatise	Prison	Imprison
Dew	Be-dew	Price	Prize
Example	Exemplify	Siege	Besiege
Fool	Be-fool	Shelf	Shelve
Fruit	Fructify	Slave	Enslave
Friend	Be-friend	Spark	Sparkle
Gold	Gild	Sympathy	Sympathise
Gender	Engender	Trust	Entrust
Grain	Ingrain	Thrall	Enthrall
Guile	Be-guile	Throne	Enthroned
Grave	Engrave	Title	Entitle
Gulf	Engulf	Thick	Thicken

<i>Noun</i>	<i>Verb</i>	<i>Noun</i>	<i>Verb</i>
Thief	Thieve	Theory	Theorise
Terror	Terrify	Vigour	Invigorate

D

<i>Adjective</i>	<i>Verb</i>	<i>Adjective</i>	<i>Verb</i>
Able	Enable, Disable	Long	Prolong
Broad	Broaden	Low	Lower
Brief	Abbreviate	Legal	Legalise
Base	Debase	Moral	Moralise
Bitter	Imbitter	Pure	Purify
Calm	Becalm	Purple	Empurple
Civil	Civilize	Perpetual	Perpetuate
Dear	Endear	Popular	Popularise
Equal	Equalise	Plural	Pluralise
Feeble	Enfeeble	Poor	Impoverish
Fat	Fatten	Red	Redden
Fertile	Fertilise	Rich	Enrich
Fond	Fondle	Sacred	Consecrate
False	Falsify	Secret	Secrete
Grave	Aggravate	Slack	Slacken
Hard	Harden	Short	Shorten
Human	Humanise	Sharp	Sharpen
Humble	Humiliate	Weak	Weaken
Just	Justify	White	Whiten
Large	Enlarge	Wide	Widen

E

<i>Verb</i>	<i>Adjective</i>	<i>Verb</i>	<i>Adjective</i>
Abhor	Abhorrent	Effect	Effective
Approach	Approachable	Elect	Elective
Abuse	Abusive	Exclude	Exclusive
Accede	Accessive	Explain	Explanatory
Accept	Acceptable	Govern	Governable
Accomplish	Accomplishable	Heed	Heedful
Adhere	Adhesive	Harass	Harassing
Accuse	Accusatory	Hide	Hidden
Agree	Agreeable	Imagine	Imaginary
Amuse	Amusing	Illustrate	Illustrative
Conduce	Conducive	Impend	Impending
Control	Controllable	Impeach	Impeachable
Decide	Decisive	Introduce	Introductory
Deplore	Deplorable	Love	Lovely
Digest	Digestable	Manage	Manageable
Defend	{ Defensive, Defencible	Move	Movable
Efface	Effaceable	Meddle	Meddlesome
		Offend	Offensive

<i>Verb</i>	<i>Adjective</i>	<i>Verb</i>	<i>Adjective</i>
Pay	Payable	Perish	Perishable
Permit	Permissible	Penetrate	Penetrative
Please	{ Pleasant,	Pursue	Pursuant
Prevail	{ Pleasing	Return	Returnable
Press	Prevalent	Retire	Retired
Prepare	Passable	Respond	Responsive
	Preparatory	Vex	Vexatious

F

<i>Verb</i>	<i>Noun</i>	<i>Verb</i>	<i>Noun</i>
Attach	Attachment	Compel	Compulsion
Abandon	Abandonment	Conform	Conformity
Advise	Advice	Complain	Complaint
Abate	Abatement	Condole	Condolence
Attain	Attainment	Congratulate	Congratulation
Abdicate	Abdication	Confer	Conference
Abduct	Abduction	Defy	Defiance
Abhor	Abhorrence	Deny	Denial
Abide	Abode	Deride	Derision
Absorb	Absorption	Derive	Derivation
Acclaim	Acclamation	Devote	Devotion
Advertise	Advertisement	Devolve	Devolution
Administer	Administration	Dictate	Dictation
Agree	Agreement	Dine	Dinner
Accommodate	Accommodation	Digest	Digestion
Accumulate	Accumulation	Dig	Ditch
Amuse	Amusement	Divert	Diversion
Accuse	Accusation	Donate	Donation
Approve	Approval	Do	Deed
Advance	Advancement	Dote	Dotard
Appear	Appearance	Divide	Division
Assemble	{ Assembly,	Decide	Decision
	{ Assemblage	Degrade	Degradation
Break	Breach	Destroy	Destruction
Board	Boarding	Differ	Difference
Bear	Bearing	Develop	Development
Behave	Behaviour	Deviate	Deviation
Bereave	Bereavement	Drudge	Drudgery
Betroth	Betrothal	Dye	Dye-ing
Bestow	Bestowal	Edit	Edition
Choose	{ Choice	Enclose	Enclosure
Confess	Confession	Enter	Entrance
Carry	Carriage	Examine	Examination
Compile	Compilation	Elope	Elopement
Confide	Confidence	Endure	Endurance
Civilize	{ Civilization	Enjoy	Enjoyment

<i>Verb</i>	<i>Noun</i>	<i>Verb</i>	<i>Noun.</i>
Elevate	Elevation	Revel	Revelry
Expose	Exposition	Speak	Speech
Fail	Failure	Sustain	Sustenance
Fly	Flight	Seize	Seizure
Filter	Filtration	Sow	Seed
Forgive	Forgiveness	Slay	Slaughter
Forbear	Forbearance	Serve	Service
Give	Gift	Subscribe	Subscription
Grow	Growth	Steal	Stealth
Hate	Hatred	Shake	Shaker
Heal	Health	Suspect	Suspicion
Infer	Inference	Save	{ Saviour,
Laugh	Laughter		{ Saving
Marry	Marriage	Satisfy	Satisfaction
Mix	Mixture	Survive	{ Survivor,
Oblige	Obligation		{ Survival
Omit	Omission	Suspend	Suspension
Perform	Performance	Try	Trial
Persevere	Perseverance,	Trust	Trustee
Prevail	Prevalence	Tell	Tale
Promote	Promotion	Unite	Union
Please	Pleasure	Vary	Variety
Remit	Remission	Wake	Wake
Repeat	Repetition	Write	Writing
Revive	Revival	Weave	Waff, web
Refuse	Refusal	Weigh	Weight
Rely	Reliance	Wed	{ Wedlock,
Reveal	Revelation		{ Wedding

CHAPTER XXIX

DERIVATION

A PREFIXES

(i) SALON

A (*on*)—Ahead, ashore, abed, away, aside, afloat
Be (*by*)—Beside, beneath, before, because.
Fore (*before*)—Foresee, foretell
Miss (*wrong*)—Misbehave, mistake
To (*this*)—To day, to-night
Un (*not*)—Unkind, uncivil
With (*against*)—Withstand, withhold

(ii) LATIN

Ad (*to*)—Adjoin, adhere
Ambi (*around*)—Ambition, ambiguous
Ante (*before*)—Antecedent, antedate, anterior
Bene (*well*)—Benefit, benevolence
Bi, bis (*twice*)—Biped, biscuit, bisect
Circum, } (round)—Circumference, circuit, circum-navigate.
Circu }
Cis (*on this side*)—Cis—Alpine, Cis Sutlej
Co, con (*together*)—Connect, collect
Contra, } (against)—Contradict, controvert, counteract
**Contro, }
Counter** }
De (*down*)—Dethrone, deduct, depose
Demi (*half*)—Demi-God, demi official
Equi (*equal*)—Equi distant, equi-lateral
Extra (*beyond*)—Extra work, extraordinary
In, Im (*not*)—Inability, improper
Inter (*between*)—Intervene, intercourse
Intro (*within*)—Introduce
Mal, Male (*bad*)—Mal—content, male-faction
Omnī (*all*)—Omni present, omni-potent
Post (*after*)—Post-script, post-meridian
Re (*back*)—Recall, return, recede
Retro (*back*)—Retrograde, retrospect
Semi (*half*)—Semi-circle
Sine (*without*)—Sinecure

Sub (*under*)—Subject, subordinate
Super (*above*)—Super natural, supervise
Trans (*across*)—Trans-Alpine, Trans Atlantic
Vice, **Vis** (*in place of*)—Viceroy, Viscount

(iii) GREEK

Amphi (*both*)—Amphi theatre, amphibious
Arch (*chief*)—Arch bishop, arch-angel
Anti (*against*)—Antidote, anti Christian
Auto (*self*)—Auto biography, autograph
Di (*two*)—Dissyllable
Dia (*through*)—Dia meter
Eu (*well*)—Eulogy
Epi (*upon*)—Epitaph
Hemi (*half*)—Hemi-sphere
Meta (*change*)—Metaphor
Mono (*single*)—Mono syllable
Philo (*love*)—Philosophy, philanthropy
Poly (*many*)—Polygamy, poly syllable
Syn (*together*)—Syntax, synonym

B SUFFIXES OR AFFIXES

(i) NOUNS

(a) Denoting *person or agent* —

An—Guardian **Er**, **Eor**—Speaker, mule-teer
Ar—Liar, beggar **Ard**—Drunkard, sluggard
Ant, **Ent**—Defendant, adherent **Ier**—Cashier
Ist—Pianist, botanist **Man**—Lampman, workman
Or—Sailor, visitor, inspector **Ster**—Gamester
Yer—Lawyer **E**, **Ee**—Examinee, employe, payee

(b) Forming *Abstract Nouns* (meaning office, condition, jurisdiction) —

Age—Bondage, homage, parentage, leakage &c
Al—Denial, refusal
Dom—Kingdom, Christendom, wisdom, serfdom
Hood—Childhood, brotherhood, manhood
Ment—Movement, government
Ness—Kindness, blindness
Red—Hatred, kindred
Ry, **y**—Slavery, nunnery, beggary, honesty
Rio—Bishopric
Ship—Friendship, kinship
Th, **t**—Wealth, health, height
Ty, **ity**—Cruelty, humanity.
Tude—Gratitude, solitude

Ure—Capture, pleasure

(c) Forming *Diminutives* —

Cle—Particle, corpuscle

Cule—Animalcule

En—Chicken, kitten

Et—Islet

Ikin, kin—Manikin, lambkin

Let—Stream let, rivulet

Ling—Darling, gosling, duckling, suckling, hireling, stripling.

Ock—Hillock, bullock

Ule—Globule, pillule

(II) ADJECTIVES

Able—Capable, profitable

Al—National, Nominal, regal

Ate—Passionate, affectionate

D, Ed—Experienced, rugged

En—Woollen, earthen

Ern—Eastern, western

Full—Hopeful, truthful

Ish—Childish, boyish

Like, ly—Child like, godly

Less—Hopeless, fearless

Ous—Famous, porous, glorious

Some—Fulsome, troublesome

Ward—Homeward, westward

Y—Watery, airy, noisy

(III) VERBS

Ate—Cultivate, predominate

En—Darken, strengthen, whiten.

Fy—Glorify, ramify, diversify.

Ise, } —Civilize, criticise, colorize

Ize } —Latinize, utilize, sympathize

CHAPTER XXX

CURRENT PROVERBS WITH MEANINGS

- 1 A man is known by the company he keeps=They will take you for a rogue if you associate with rogues
- ✓ 2 A stitch in time saves nine=When a thing goes wrong it must be mended at the very beginning, otherwise it would cost much time and money afterwards
- ✓ 3 A bad workman quarrels with his tools=An unskilful workman finds fault with his tools
- ✓ 4 A rolling stone gathers no moss=An unsteady man can never succeed
- ✓ 5 All is not gold that glitters=You should not be deceived by a glittering exterior, for everything that shines like gold is not real gold
- ✓ 6 Better to day than to morrow=You should not put off a thing till the following day
- ✓ 7 Idleness is the rust of the mind=A man is spoiled unless he works
- 8 Cut your coat according to your cloth=Regulate your expenses according to your income
- 9 Do to others as you would be done by=Behave towards others as you wish others should behave towards you.
- 10 What cannot be cured must be endured=It is useless complaining of an evil for which there is but little remedy.
- ✓ 11 Empty vessels make the most sound=A man of no worth is most boastful
- 12 Example is better than precept=A person's moral conduct is more impressive than his teachings
- 13 Every body's business is nobody's business=A work is seldom done where nobody is responsible for it
- 14 It is never too late to learn=A man may acquire knowledge at any time and at any age
- ✓ 15 Jack of all trades and master of none=Whoever devotes himself to different occupations is not skilful in any
- ✓ 16 Look before you leap=Weigh well before you take a step
- 17 Make hay while the sun shines=Do not lose an opportunity when it comes.

18 Friends are plenty when the purse is full=(i.e. when you have money)

19 Man proposes but God disposes=What God has arranged must come to pass

20 Many a slip betwixt the cup and the lip=We cannot count on any thing until it is in our grasp

21 No rose without a thorn=Unalloyed happiness cannot be found

22 Rome was not built in a day=It takes a long time to accomplish a noble object or a grand project

23 Out of sight, out of mind=An absent friend is soon forgotten

24 Waste not want not=If we do not waste things we shall not be in want

25 Procrastination is the thief of time=Much time is lost if we put off things till a future time

26 Where there is a will there is a way=If we have a strong desire to do a thing we shall not be in want of means to do it

27 Well begun is half done=If a work is well begun it becomes easy to go through it

28 You will reap, as you sow=If you spend your youth usefully, you will have success in life

29 Forgiveness is the noblest revenge=The best way of taking revenge is to forgive a person

30 To err is human, to forgive divine=Man is liable to commit faults, but to forgive an offender is a God-like act

31 Slow and steady wins the race=A man who is persevering will succeed even if he be not quick in intelligence

32 A vacant mind is the devil's workshop=If the mind is not profitably engaged, it will think of mischief and wicked acts

33 Time and tide wait for no man=Make the best use of favourable times and circumstances, before they pass away (Take time by the forelock)

34 Virtue triumpheth in the long run=A wicked or dishonest man may succeed once or twice, but a virtuous man will triumph at the end

35 Sloth is the mother of poverty=Idleness makes man poor

36 Prosperity makes friends and adversity tries them Misfortune is the touch stone of friendship=A friend is tested at the time of misfortunes A true friend is faithful in weal and woe

37 Necessity is the mother of invention=Want incites men to find out means to remove it

- ✓ 38 Bear and forbear= Suffer patiently and be not angry
- ✓ 39 Patience is a plaster for all sores= If you have patience, you will be able to bear misfortunes ✓
- ✓ 40 Do not look at a gift horse in the mouth—Do not examine the quality of a thing for which you have to pay nothing ✓
- ✓ 41 Patience and perseverance will overcome mountains—Every difficulty can be overcome by patience and perseverance, just as mountains can be traversed or levelled by patience and continued labour
- ✓ 42 Every bird is known by its note= Every man's character is known by the general tenour of his conversation
- 43 An empty bag cannot stand upright—A pretender cannot long maintain a character which he assumes
- 44 Anger is temporary madness= One under the influence of anger loses control of reason and judgment
- ✓ 45 Every man is the architect of his own fortune= Every man makes or mars his own career in life by his own actions

TEST QUESTIONS

(Q 1-7 C U) I (a) Parse any eight of the words in *italics* —The *moon having risen*, the leader of the band addressed his men, saying that the task before *them* was as dangerous *as* it was *difficult*, yet they would be mad to *neglect* the opportunity —at the worst they could *still die* like brave men

(b) Change the above passage into the *Direct form of Speech*

2 Frame sentences to illustrate the use of —

What (i) as a Compound Relative Pronoun, (ii) an Interrogative Pronoun, (iii) an Interjection *That* (i) as a Relative Pronoun, (ii) a Conjunction, (iii) a Demonstrative Pronoun *Since* (i) as a Preposition, (ii) a Conjunction, (iii) an Adverb

3 Fill up the following blanks —

The young man was angry—me for pointing—him that his addiction—gambling would be the cause—his ruin When my employer dispensed—my services, I disposed—my fortune, was reconciled—my fate and set—a grocer's shop

The messenger asked the station master—the train was late—it would arrive—many passengers it carried and—its average speed was

4 Parse the words *italicised* in the following —

He is fond of *playing* tennis *What* man is this? *Thank* you He is quite *out* of it Act *like* a man He came and *enquired*

5 (a) Distinguish between the two plurals of —

Cloth, genius, brother

(b) Tell the number of the following, giving reasons for your answer in each case —

Alms, scissors, news, amends summons, riches

6 (a) Construct short sentences to illustrate the difference between —

Gladder and gladlier, older and elder, foremost and first

(b) Construct sentences to illustrate the use of each of the two following words

(a) As a preposition, (b) as an adverb, and, (c) as a conjunction —after, but

7 Explain and illustrate by short sentences the difference between —

"Part with" and "part from"
 "Compare to" and "compare with"
 "Carry on" and "carry out"

8 Write sentences to illustrate —

(a) The use of an Adjective used as a Noun only in the plural number

(b) The use of *either* (i) as a Distributive adjective and (ii) as a Co-ordinating Conjunction

(c) The various uses of "*ut*"

9 Complete the following sentences by inserting one word in each

(a) I—be much obliged if—kindly let me know how the letter—to be addressed

(b) A man—honour will adhere—his convictions

(c) Do not exult offensively—the victory you have won—your rival

10 Convert the following into a single simple sentence :—

Henry was fond of his children This was one strong point in his character His fondness for learning was another strong point In other respects his character was devoid of any commendable quality

11 Make sentences to illustrate the difference between the words in any three of the following groups —

'Council,' and 'Counsel', 'refuse' and 'refuse', 'sight' and 'cite', 'keep up' and 'up keep'; 'in the same time' and 'at the same time'

12 Illustrate any three of the following —

(a) The Gerundive use of Participles

(b) A Retained object

(c) An Imperfect Participle implying condition

(d) An Imperative mood used absolutely

13 Combine each of the following into a single simple sentence

(1) The last majority of the defendants can pay the fine They

prefer paying the fine to going to prison This admits of no reasonable doubt

(2) Some days ago a country boat was upset in the *Hughli* This was near Kutwa, in Burdwan district The boat contained over 30 men, women and children The *Hughli* was in flood

14 Explain and illustrate the difference in meaning in any six of the following pairs of words —

Negligence and neglect, idle and lazy, reply and answer, hope and expect, refuse and deny, dependent and dependant, continuous and continual, respectful and respectable, popular and populous

15 Make sentences using the following words in different parts of speech —

As, Such, Since, But, Needs and Above

16 Frame short sentences illustrating the difference in meaning of the following —

Imperial and imperious, Junction and juncture, decry and descry, luxuriant and luxurious

17 (a) Combine the following sentences into a single complex sentence with 'Saw,' as the predicate of the principal clause —

We were standing on a hill From the hill we saw many tombs Some of the tombs were at the last of the hill Other were to the north of the hill We could not count the tombs Their large number was the reason Some of the tombs were half buried in sand Some of them rose considerably above the sands

(b) Analyse—

How this comes to be so, I do not know, although I must confess, that if I had cared to inquire, I had ample opportunity for discovering why they acted so peculiarly, that everybody was astonished at what they did

18 Parse any five of the following italicised words —

(a) *There* was no one *there* but you

(b) *Were* it for this, I shall go to *see* him as I want *to go* very much

(c) *Many* a man proves a *curse* to society

(d) By torch and trumpet *fast arrayed*

Each horseman drew his battle-blade

19 Illustrate the use of the following in short sentences —

Other, *the other* and *others*, *too much* and *much too*, *right*, *as* an adverb and *man* as a verb

20 Turn the following into *direct form of narration* —

"Well, then," he said cheerfully, "I will send the boys to you to-morrow I only hope you won't spoil them" "Why should I spoil them?" returned the old lady with a smile, and then added more seriously, "You don't really think I shall, do you?" "Of course not," he replied "But mind, if you find them troublesome you must send them home at once" "I can promise you that, at all events," she answered "But I don't expect they will bother me in the least"

21 Analyse the following —

"Whenever he (Macaulay) rose to speak," says Mr Gladstone, who sat with him in Parliament nearly from the first, "it was a summons like a trumpet call to fill the benches"

22 What prepositions are used respectively with the following verbs and adjectives? Write illustrative sentences —

Cope, dissent, insist, concur, despair, intent, subversive, heedless, indebted, correspond

23 Explain the following and use Lip and Life, Father and Child in a figurative sense —

(a) There's many a slip 'twixt the cup and the lip

(b) The Child is father of the man

(c) The sins of the wicked dog their steps

(d) Character is the crown and glory of life

24 Combine into a simple Complex sentence —

There lived a poor old woman She was blind She called in a physician She made this promise to him before witnesses she would give him a handsome reward on his restoring her eyesight

25 Fill up the blank spaces —

The Head clerk waited—the magistrate—the collectorate The teacher was bitterly disappointed—his student Every statesman ought to provide—famines, as every father ought to provide—his children Is not his face familiar—me?

26 What is the difference in meaning and use between—
Liable for and liable to, Invested with and invested in,
'Prevail against and prevail with, illustrate the differences by examples

27 Parse the words italicised in the following —

He intends *writing* a letter, he works day and *night*; he feels *cold*, the king *as* we said, was a wise *ruler*, I cannot but *try*

28 (a) Construct short sentences to illustrate two different use of each of the following words — Why, no, and save

(b) Construct short sentences to illustrate the difference between—choir and quire, low and lowly, late and lately

29 Explain and illustrate by short sentences the difference between any three of the following pairs of phrases —

Look to and look over, convert to and convert into, confer on and confer with, give way and give away, provide for and provide against, make for and make out

30 The Headmaster said that he did not see his way to sending him up as he had to sign a certificate to the effect that the applicant had a reasonable chance of success at the Examination, which he believed he had not Change the above passage into the *direct form of speech*

31 Form sentences with—Than, superior, preferable, no sooner than, rather, but (that not), as (*rel pro*) until and since (conj)

32 Comment on the use of the italicised words —

(a) He stole a *look* at him

(b) He *ages* fast

(c) What do you think of my *horse's running to day*

(d) *Jadu comes* on Monday

(e) *We will be compelled* to shut our shop

33 Form sentences with call at, call on, call in, call over, and call up

34 Parse the italicised words —

I look for the *missing* book

He was forgiven his *fault*

He shouted his *loudest*

It has been raining for three days *running*

Clearly this is not the case

Never *mind*, that will suffice.

Long live the king !

35 Analyse —

(a) My dear and only love, I pray
That little world of thee
Be governed by no other sway
Than purest monarchy ,

For if confusion have a part
Which virtuous souls abhor,
And hold synod in thine heart,
I'll never love the more

34 Form six sentences each with 'to make' and 'to prepare'

35 Distinguish between —

(a) *Speak and you die* and 'speak or you die'

(b) 'He would do it if he could' and 'he could do it if he would'

(c) 'He arrived late' and 'he arrived lately'

36 Parse the words italicised in the following —

(a) If I remember *right*

(b) He found the man *dead*

(c) He has been punished *enough*

(d) He rushed up *all* out of breath

37 Construct sentences to illustrate the use of the following —

Hand in hand, to head the list, to bid fair, to draw up, to get about, out of doors, heir-apparent

38 Fill up the blanks in the following with one word each :—

(a) He has no sympathy—the poor, but he sympathises—me

(b) I competed—him—the prize (c) Famine stares the country—the face (d) It is rudeness to stare—another's face.

39 Give examples of nouns in English which have, (a) no singular, (b) no plural, (c) more than one meaning in the singular

40 (a) Assign as many meanings as you can to each of the following words —

Dear, duty, spirits, late, carriage

(b) How are participles in "*ing*" distinguished from infinitive in "*ing*"? What is meant by a Gerundial Infinitive and what are the peculiarities of its government?

(c) What is the difference between the Past Participles—drunk, drunken, molten, melted, hung, hanged, laden, loaded

41 Express in one simple sentence —

"If it had not been for the help that I gave him, it would have been impossible that he should succeed"

Express in one complex sentence —

"I asked him his business"

42 Give *adjectives* from — school, title, line, enemy, *abstract nouns* from — merry, humble, still, sustain, *diminutives* from — part, river, tower, animal

43 Parse the words in italics —

As you intend to travel *as fast as you can*, you had better go by the 3 o'clock train

44 Comment grammatically on the following —

- (a) It's me (b) Alfred than whom a greater king never reigned
(c) It is we who did it (d) I am very pleased to hear this

45 Give one example of each of the following —

Retained object, Dative of interest

Adverbial objective and the Quasi-Passive use of verbs

46 Frame sentences with the following :—

Run through, make off, give up, give in, draw up, get over, tell upon, take after, set up, set with

47 Explain —

- (i) My mind is ill at ease (ii) He is still in leading strings
(iii) The stag is at bay (iv) He put the cart before the horse

48 Parse the words italicised in the following —

(a) He has many *virtues*

(b) Water is leaking out *little by little*

(c) *Fish* live in water

(d) He did nothing but *laugh*

49 Re write the following sentences as directed against each —

(a) His motive was merely *to get some money* (substituting an adjective for the italicised words)

(b) This man is a native of Bengal (turning it into interrogative form)

(c) As I have no money I am unable to complete the bargain (turning it into a simple sentence)

50 Analyse the following into its component parts —

The happiness of these lovers was sadly crossed at this moment by the entrance of a messenger, who brought a letter from Antonio containing fearful tidings

51 Change the order of narration in the following —

"Pray, my good friend," said the king to the old shepherd,

"What fair swain is that talking with your daughter?" "They call him Doricles," replied the shepherd, "He says he loves my daughter"

52 Construct short sentences to illustrate the use of the following —

Put up, part with, part from, vote for, wait at, write for, trespass against and trespass in

53 Combine the following into a simple sentence —

Henry was too fond of his children This was a defect in his character

His fondness for learning was another strong point In other respects his character was devoid of any commendable qualities

54 Give the opposite genders of the following —

(a) Madam, Bee, Mrs, Proprietor, Instructress, Murderer
Fisherman, and Marquis

(b) Give the opposite numbers of —

Memoranda, Lieutenant-Governor, crisis

(c) What do you mean by the following—Give illustrations

Gerund, Subjective Complement,
Adverbial Object, Complex Sentence,
Subordinative Conjunction and
Auxiliary Verb

55 Explain and illustrate the difference between —

Result in and result from, confide in and confide to, stand to and stand for, run out and run through, to lay and to lay out

56 Explain the following sentences and parse the words italicised —

(a) He *more* than *hesitated*, he refused point-blank

(b) What *weight* do you ride?

(c) I did not *sleep* a *wink* last night

(d) I *danced attendance* upon him daily

(e) Mine *be* a cot besides the hill

57 Define an adverb and show by examples the various ways of forming adverbs in English

58 Distinguish between the uses of the Simple and the Gerundial infinitive, and give examples

59 Use the words *down*, *behind* and *round*, both as adverbs and prepositions

60 Frame sentences illustrating the correct use of the following phrases —

Out of the question, beyond his means, to the purpose, other than, for my own part

61 Make sentences to exemplify the use of —

- (a) 'It,' in all possible ways
- (b) 'What,' as an adverb
- (c) 'Past,' as a preposition
- (d) 'But,' as a relative pronoun

62 Explain by means of short sentences the difference in meaning between —

- (a) Variety, variation
- (b) Sensible, sensitive.
- (c) Adverse, converse, reverse

63 Parse *after* and *out* in the following —

- (a) After him then, and bring him back
- (b) After he came, all went wrong
- (c) You go first, I will come after
- (d) After that I will say no more
- (e) Out, brief candle
- (f) He was quite out of it
- (g) He was beaten out and out
- (h) He proved an out and out deceiver

64 Give examples of any six of the following —

- (a) 'Fast,' as an adjective
- (b) 'Back,' as a verb
- (c) 'Like,' as a noun
- (d) 'What,' as an interjection
- (e) 'Now,' as a noun
- (f) 'Worth,' as a verb.
- (g) 'But,' as an adverb
- (h) 'The' as an adverb

65 Give examples of any three of the following —

- (a) Objective absolute
- (b) Factitive object

(c) Infinitive used absolutely

(d) Rhetorical Subjunctive

66 Make short sentences illustrating the use of any six of the following —

(a) To go out, (b) to make up for, (c) to fall to, (d) to give out, (e) to do off, (f) to set on, (g) to come up for, (h) to fall in with

67 (a) Illustrate the use of the Infinitive Perfect and Future Perfect tenses and the tenses that are sequence of the Past

(b) Explain the uses of the interrogative 'Shall' and 'Will'

68 (a) Frame five sentences with five different interrogative words or phrases as noun clauses in the objective case

(b) Construct five complex sentences using the past tense of the verbs *inform*, *remind*, *demand*, *judge*, and *complete*

69 Use (i) Adjectives from *pursue*, *incident*, *exclude*, *illustrate*, and *consist* with proper prepositions (ii) Verbs from *vigour*, *fraud*, *sacred*, *fertile*, and *poor* in simple complete sentences (with a noun in each case as subject)

70 Construct sentences illustrating—(i) The idiomatic meanings of the following phrases, *hand to mouth*, *in the face of*, *to tell upon*, *under fire and sword*, *fair and square*

(ii) The difference of the use of *till* and *until*, *stop* and *stay*, *tell* and *say*, *may* and *can*, and *put* and *keep*

71 Complete the following sentences —

The master was greatly annoyed—certain students—the class who failed to—attention—his instructions, but persistently idled—their time I shall not intrude—your time now, but shall go—the garden and look—the flowers—you have leisure to see me

72 Turn into indirect narration—"O my father" said Miranda, "what a trouble must I have been to you then" "No my love," said Prospero, "you were a little cherub that did preserve me" "Heaven, thank you my dear father" said Miranda, "Now pray tell me, sir, your reason for raising this sea storm"

73 Point out the difference in meaning between —

Reverend and reverent, opposite and apposite; he is at fault and he is in fault, to give way and to give away, call on and call for, attend to and attend upon

74 Give the sense of the following—(a) He took it into his head and he took it to heart.

(b) Take my word for it, take it amiss, he is a taking person.
It is a set speech—a telling speech

75 Parse the italicised words in —

(a) *The more* the merrier

(b) Woe *vorth* the day

(c) He did his *best*

76 Fill up the blanks —

(a) He took me—task for not acting—the information he gave me

(b) Only such students are to be admitted—the school—have passed the Test Examination

(c) As I have no use—the book, what is the use—my buying it

(d) Previously—being released he was accused—having conspired—the king

To replace indulgence—harshness is only to substitute one evil—another

77 Parse the words in italics in the following sentences —

(a) I can not *but* go

(b) *Half* a loaf is better than no loaf

(c) These clothes want *washing*

(d) The river ran *purple* to the sea

78 Append in short sentences the appropriate prepositions to the following words —

Frown, reconcile, endowed, inform and confide

79 Distinguish between —

(1) Council, counsel

(2) Allusion, illusion

(3) Mill-hand, hand mill

(4) Horse race, race-horse

(5) Contemptuous, contemptible

Illustrate your answer by short sentences

80 Supply more suitable words than those in italics in the following —

(a) America was *invented* by Columbus

(b) This coat will *defend* you from the weather

(c) He is a *noted* gambler

(d) The prisoner was set at *freedom*

(e) He *refrained* from food for a whole day

81 Make short sentences to illustrate the use of the following phrases —

Bid fair , Hold true , Make good , Run short , Set free.

82 Combine each of the following into a complex sentence —

(a) Sirajuddoulah was defeated He fled from the battle field
His horse could not carry him more than a few miles His horse
was of the purest Arab blood

(b) He is attacked unjustly He is blamed for a serious fault.
He has been guilty of no such fault He becomes for this reason
very much vexed

(c) I gave the man the same instructions again and again
I wished him to avoid making mistakes Mistakes at such a time
might be fatal

83 Make short sentences to illustrate the correct use of the following adverbial phrases —

After all, By and by, Once for all, As it were

84 Turn the following passage into the Indirect form of narration —

"James, my son, you are wasting your time, playing with that kitten when you ought to be studying your lesson You will get a bad mark if you don't study," said Mrs Mason to her son

"I don't care," replied the boy, as he continued to amuse himself with the gambols and sport with his pretty little kitten

"But you ought to care, my dear," replied the lady with a sigh "You will grow up an ignorant, good-for nothing man if you don't make a good use of your opportunities "

85 Fill up the ellipses in either (a) or (b) —

(a) This is adapted—the capacities of Indian students That is admirably adapted—the purpose I begged an orange—John I begged John—an orange Anger has been compared—madness Compare your essay—mine A little of honour was conferred—him Lady Macbeth returned to confer—her husband.

(b) You can count—my assistance Your help counts—nothing He does not know how to deal—his equals

This shop deals—tea The spectators were moved—the sight His entreaties moved me—pity Burke's speech moved the audience —tears Fortune smiles—his attempt

86 Construct sentences to illustrate the difference in the use of any four of the following pairs of past participles —

(a) Cloven, cleft

(b) Worked, wrought

(c) Laid, lain

(d) Gilt, gilded

(e) Bended, bent

87 Construct sentences using the following words as both transitive and intransitive verbs —

Grow, sell, taste, run

88 Construct simple sentences using the following words with the prepositions attached to each —

Agree with, agree to, part with, part from, concerned in, concerned at, vengeance upon, vengeance for

89 Compose sentences illustrating the different uses of the following words — Box, Past, Rest, Lock and Board

90 Re-construct the following sentences according to the bracketted instructions —

(a) He is so head-strong that he will not take advice (Use "too" for "so")

(b) I last saw him a month ago (Change "a month ago" into "for a month")

(c) As soon as he saw me, he ran away (Use "no sooner" for "as soon")

(d) It is better to live in a country than to live in the town. (Use "preferable" in place of "better")

91 (a) Write down the diminutives of Hill, man, stream, lamb

(b) Form adjectives from — Child, learn, scholar, brine, wood, death, year and island

(c) Form verbs from — Guile, crime, fertile and alive

92 Analyse the sentence —

"I do not know what others may think of what I have done, but to myself I appear like a child picking up pebbles on the shore, whilst the great ocean of truth lies unexplored before me"

93 Write grammatical notes on the following terms —

A gerund, a participle, a correlative, a conjunctive pronoun, an adverbial object and a double possessive

94 Substitute simple English verbs followed by preposition or adverbs for the italicised verbs in the following sentences —

(a) The publication will be *postponed*

- (b) Can you *discover* the *sense* ?
- (c) This will not *compensate* the trouble
- (d) People will *deride* you
- (e) This word should be *inserted* in the sentence

95 Parse the italicised words in the following —

- (a) I *needs* must go at once
- (b) This is *drinking* water
- (c) Woe *worth* the day
- (d) *Away* ! I will not hear you
- (e) You had better *see* me to-morrow
- (f) This wall is six *feet* high

96 Combine the following into a complex sentence and then analyse it fully —

A firm yet dignified attitude was taken up by Great Britain in connection with the Panama Canal Bill it cannot fail to command the admiration of the Japanese and the Chinese, they have a regard for the plighted word in international politics

97 Write sentences to shew the difference in the meanings of the following pairs of words

- (a) Observation and observance
- (b) Compliment and complement
- (c) Transient and transitory
- (d) Gamble, gambol
- (e) Fragile, frail
- (f) Dying and dye-ing

98 (a) Illustrate the use of the following phrases —

To be at one's beck and call

At the first blush At a venture

Of great promise

(b) Distinguish between —

Conduct, behaviour, ingenious and ingenuous, to make for, to make up for; to come in, to come in for

99 Re-write the following according to the directions given —

(a) He is more desirous of starting a business than taking Government service (As a negative sentence)

(b) O, for a lodge in some wilderness ! (As an assertive sentence)

(c) If you think a little on the matter you will find out where you are wrong (As a simple sentence)

100 Express in the indirect form the following conversation between George Washington and his mother —

"I hoped you had quit war for ever, George," she said, "and would be content to look after your farm and mother, without exposing yourself to death any more"

"A man must be loyal to his country, mother," replied Washington, "He is not much of a man if he is not willing to risk his life for his country" "I will not dispute with you, George, on that point," continued the mother, "but somehow I got it into my mind that you were through with war and I was glad of it I suppose a mother's love had more to do with it than patriotism" "But you believe in patriotism," added Washington, "Of course, I do"

101 Illustrate by sentences the difference in meaning or usage, each of the following pairs of words —

Dearness and dearth, unprofessional, non-professional, dumb and mute, look over and over look

102 Illustrate the different uses of (i) The simple Infinitive, (ii) *What, some and one*

103 Fill up the blanks in the following sentences —

(a) I am alive—the responsibilities, attaching—my post

(b) I have no sympathy—a man who does not sympathise—
me

(c) He has great prejudice—animal food, which he thinks, is prejudicial—health

(d) The troops held—for a year but were at last forced—
submission

104 Parse all the words in the following —

Hunting the fox is very exciting

105 Analyse —

Even as the driver checks a restive steed, so do thou, if thou art wise, restrain thy passion, which, if it runs wild, will hurry thee away

106 Change narration of the following —

(a) He said to his servants, "Go away at once"

(b) He said, "Hurrah! My friend is come"

(c) He said to me, "Why did you strike me?"

(d) He reminded me, "When the cat is away, the mice play"

(e) We heard him say, "I will agree to what you propose if you sign this"

(a) Substitute a single word (an adjective) for the words printed in italics —

(i) This writing is *such as cannot be read*

(ii) He is *one who cannot, according to the rules, be elected*

(iii) That word is *no longer in use*

(b) Give the difference of meanings, if any, in each of the following pairs of adjectives, with examples —

Temporal, temporary, momentary, momentous, notable, notorious, idle and lazy

108 Illustrate by short sentences the difference in meaning between —

(a) Informer, informant

(b) Destiny and destination

(c) Exactness and exaction

109 Fill up the blanks in the following sentences with appropriate prepositions —

(a) Your conduct is subversive—all discipline (b) The master remonstrated—the boy—his conduct (c) Fortune smiled—his efforts (d) I stared—him but dared not look him in the face (e) He deals—cloth, but I refuse to have any dealing—him

110 Explain the construction of the italicised expressions in —

(a) A *thousand man* went, (b) A *great many man* went, (c) *Many a man* went, (d) They have not shed a *many tears*

111 Give sentences illustrating the different uses of the word *too*. Point out in short sentences the different grammatical uses of *some* and *few*. How does *few* differ from *a few*? Parse *any* and *one* in —

(a) Have you *any* pens? No, I have not got *any*. Is he *any* better to day?

(b) *One* man's meat is another man's poison. *One* ought to act for oneself. I met *one* Mr Jones yesterday. Give me a mango, a big *one*.

112 Correct or justify —

(a) I am afraid I shall not reach the train, it starts at 8 30 o'clock

- (b) There shall be a holiday to-morrow
- (c) He is over his ears and his head in love
- (d) Credit this sum in my name
- (e) He feels very weak to walk
- (f) He refused to repeat his confession in front of the judge

113 Fill up the following blanks —

- (a)—sun rose with power—the fog dispersed
- (b) He called—my house but I—not see him
- (c) He—you is guilty

114 Illustrate by examples the uses of interrogative adverbs indicating (1) time, (2) place, (3) number, (4) manner, (5) degree, (6) reason

115 Use appropriate prepositions after the verbs 'move' and 'run' and illustrate the meanings by examples

116 Correct the mistakes in the following sentences —

- (a) He is superior than you
- (b) It is unfair to argue like you do
- (c) This is one of the best books that has been published
- (d) He died in small pox
- (e) I have been at home long since

117 Turn the following into the indirect form of speech —

The teacher became angry with the student and said "Why have you again disturbed the class in this way? I have told you before, that when I am speaking, you should be silent, leave the room and do not return again to day"

118 Analyse the following sentence —

Youth and experience seldom exist together

119 Give the rules for the use of "*Shall I*"—" *Will you*" and give the force of *shall* and *will* in the following —

- (a) The Teacher *will* please explain the case.
- (b) You *will* always come when you are least expected
- (c) You *shall* not find a single mistake in my writing
- (d) *Shall* you go to the meeting?
- (e) *Shall* he dine with us to-day?

120 Illustrate the difference between —

Practical and practicable, stop and stay, sociable and social, judicial and judicious, principal and principle

121. Give the different uses of —But, that and as

122 Make sentences with —

Set out, make away with, put off, break in, go in for, call over, cast out and give off

123 Turn into indirect narration —

(a) The little girl said "Oh mother what a fright I have got A serpent has attempted to bite me" "What a little foolish child?" said her brother laughing at his sister, "she is afraid of a lizard, yes, mother, it was only a lizard" "I am glad, it is no worse" said the mother, "this little creature, beautiful with its green and golden hues, harms no one"

(b) Analyse the following sentence pointing out the relations of the clauses to one another

If a turkey hen dies while she is sitting, the cock assumes her province, and after the young are hatched, he tends them with the same care as the female

124 Correct the following —

(a) The subjects of the Moghal Emperor were ordered to go with bent knees when they had to make out any representations before him

(b) I am suffering from cold and fever three months since and I hope you shall excuse my absence

(c) Do not try to give dust in my eyes for I am a shrewd fellow to deal out

125 Analyse the following sentence —

As my eldest son was bred a scholar, I determined to send him to town, where his abilities might contribute to our support and his own

126 Change the form of narration in the following —

"Rise, Palmer," said she graciously, "The defender of the absent has a right to favourable reception from all who value truth and honour manhood" She then said to her train "Retire excepting only Elgitha? I would speak with this holy Pilgrim"

127 Supply the blanks in the following —

His son's _____ness is a mere pretext—his absence _____ I feel much

sympathy—him in his loss Success is an incentive—fresh efforts I persisted—trying to revive him but nothing resulted—my efforts, which resulted—failure He warned me—trespassing on his ground

128 Construct sentences illustrating the use of —

Metel and mettle, lose and loose, drown and sink, child-like and childish

129 Frame short sentences using *after* and *before*, as conjunctions, *but* and *one* as pronoun, *back* and *enough* as adverb

130 Explain the distinction between —

'Right' used as a noun and 'right' used as an adjective, 'seek' and 'search,' 'sin' and 'crime'

Quote or construct sentences illustrating the distinction in each case

131 Write sentences using the words 'round' as an adjective, a noun, a verb, an adverb and a preposition

132 Derive —

(a) Adjective from 'joke,' 'school,' 'fraud,' 'autumn'

(b) Verbs from 'fruit,' 'peril,' 'life' and 'colony'

(c) Nouns from 'reveal,' 'respond,' 'escape' and 'redeem'

133 Analyse the following sentence and parse the words in italics —

By torch and trumpet *fast arrayed*,
Each horseman drew his *battle* blade,
And *furious* every charger neighed
To join the dreadful revelry

(C U —1913 —Q 134-138) 134 Construct short sentences to illustrate the difference in meaning or use between any three of the following pairs of words and phrases —

Verb much and too much
Compare with and compare to
Principle and principal
Older and elder
Senseless and meaningless
Complement and compliment
Elicit and illicit
Stationary and stationery

135 Parse any six of the words italicised in the following —
We shall not see his *like* again I have not seen *him* *since*

But me no *buts*

So much *the* better for me

What with the wind and what with the rain

The players had to stop the game *after* a few minutes

136 Defend or correct where necessary, any six of the following, giving reasons for your answer in each case —

All but he had fled

None but the brave deserve the fair

He is much the cleverest of the two

He asked for an alms

I do not like those sort of people

This man is very different to that

If I were strong enough to work, I am strong enough to look after me

137 Construct short sentences to illustrate the difference between gerunds, participles and verbal nouns

138 Fill up the following blanks —

(a) The cup was—my lips when he dashed it—the ground in obedience—your order

(b) How can I go—with the work?

(c) I have reasons—being conscious—that

(d) I did rely—his support and I attached value—his acts

139 Report the following dialogue in the indirect form —

Nabin —Well Suresh, where is your servant, pray? I want a drink of water

Suresh —There he is You who are so well-known in our house might order him yourself

Nabin —Well, Ram (that was the servant's name) will you just bring me a glass of water to drink? I feel so dry

Suresh —Now Nabin, I say you will spoil my servants by your politeness Servants are servants and should be treated as such

Nabin —But what have I done to get a rebuke?

Suresh —Why, you address the fellow as an equal and speak to him as if he were a gentleman

140 Turn into the direct form of narration —

The Chairman said that he was glad to meet them there that evening There was however one question that he wished to ask

them to begin with—had they carefully considered what would be the result of the decision they had come to at the previous meeting ? Let them not think the matter, one of slight importance, either to themselves or to him

141. Change the following as directed —

(a) Will any one venture to say that we need not think of God and a future life ? (As an assertion)

(b) To have to work day and night without rest is unpleasant (As a question)

(c) Fiction is not to be preferred to truth (As a question)

(d) I desired him to accept Government service. (As a complex sentence)

(e) He is so strong that he can defend himself (As a simple sentence)

(f) He is so weak that he cannot defend himself (As a simple sentence)

142 Complete the following sentences by inserting one word in each of the blank spaces —

(a) He took me—task for not acting—the information he gave me

(b) Only such students are to be admitted—the school—have passed the test examination

(c) As I have no use—book what is the use—my buying it ?

(d) Previously—being released he was accused—having conspired against the King

(e) To replace indulgence—harshness is only to substitute one evil—another

143 Add appropriate prepositions to—Clue, dull, insist, ponder, proud, result, subject, quick, triumph, yield

144 Correct the following sentences —(a) When I enquired him the health of his family members he replied me that my oldest son has cough

(b) These facts have no bearing to the matter at hand

(c) In spring season the song of cuckoo hears too sweet

(d) My father told "My circumstance is not so good How can I give your expenses of fooding and study in Calcutta"

(e) His best portion of life was spent at the country where he was surrounded by good sceneries

145 Parse the italicised words in the following —

(i) He has not been here *since*

(ii) *Since* last month I have been an invalid

(iii) I shall not go *since* he is coming.

(iv) I can *but* do what I think right

(v) He will do anything *but* that.

(vi) You may go *but* I shall stay

146 (a) Combine the following sentences into a simple sentence —

Prince William had been drowned Henry had only one object after this His object was to secure the crown of England for his only daughter Matilda She had been married to the Emperor The Emperor's name was Henry V He was now dead

(b) Change the following into the indirect form .—

Joseph said to James "I can tell you what strikes me as the most useful machine in the world"

James replied 'Can you, Joseph? I should like to hear it What is it used for?'

147 (a) Frame sentences using each of the following expressions, and explain the meaning in each sentence, of the expressions used Of course, as it were, after all, by and by and by the bye.

(b) Frame sentences using each of the following words as (i) a noun and (ii) a verb —

Husband, Back, Pen, Dog

148 Fill up the blanks in the following sentences with appropriate prepositions —

He set my authority—defiance

The ship's crew ran short—provisions

He longs—his father's arrival

Hard work is indispensable—success in the Examination.

Your conduct is subversive—all discipline

149 Name two nouns having two meanings in the singular and three in the plural

150. Correct the following —

He assisted me to do this

Two years passed since my father died

I have no fondness to pronounce heavy sentences, but I must give the prisoners enough of time to reflect over their crime, before they are allowed go at liberty

151 Construct short sentences to illustrate the difference in meaning between the following pairs of words —

Clean, Cleanly, Artist, artisan, bring, fetch, careful, cautious

152 Give the meaning of the following verbs when used with the preposition 'Out' and compose one short sentence using each — Bring, Fall, Hold, Lay, Make, Set, Put and Give

153 Construct short sentences illustrating the different uses of —

What, too and paper

154 Express in a single complex sentence the following sentences —

The authors of this outbreak are disappearing They are melting away The mist in the same way melts before the sun Clouds in the same way are broken by the winds Leaves in the same way are scattered by the breeze

155 Distinguish between any four of the following pairs of words by illustrative sentences —

Admit and confess, example and instance, momentary and momentous, temporal and temporary, sensitive and sensible.

156 (a) Write short sentences *with each of any three* of the following words using appropriate prepositions after them —Assent, Dissent, Disable, Entail, Incumbent, and Wink

(b) Rewrite *any two* of the following according to the direction given —

(1) Our desire for knowledge becomes greater in proportion to the increase of our age. (A complex sentence with a comparative clause.)

(2) No one will deny that you have done your best (Without a negative)

(3) *Apparently* we shall not see you here again (Substitute some verb-form for the word in italics)

157 Rewrite using an *Adverb* for the words in italics —

I was never *in that place* I have not, *even to this day*, overcome that *For what purpose*, did he come?

158 Form sentences to illustrate the following —

(1) A participial phrase enlarging the subject

(2) An objective case following a passive transitive

(3) A Verbal noun

159 Analyse the following —

Though Orlando thought all this was but a sportive play, yet the opportunity it gave him of saying all the fond things he had in his heart, pleased his fancy almost as well as it did Ganymedes

160 Change the form of narration in the following —

"O my dear father," said she, "if by your art you have raised this dreadful storm, have pity on their sad distress See! the vessel will be dashed to pieces Poor souls! they will all perish If I had power I would sink the sea, beneath the earth rather than the goodly ship be destroyed"

161 Correct any four of the following —

- (1) I am the mutual friend of both
- (2) You will not find in whole Bengal like this
- (3) I remain, Dear Haren, Your sincerely, Ram
- (4) He is of all others ablest man
- (5) I do not doubt but that you are wrong
- (6) The airs of this place do not suit my health, I must go elsewhere in search of a better climate

162 Combine the following sentences into a complex sentence —the verb in italics should be the main verb

One of the great annual fairs is *held* at Muttra Muttra is visited on that occasion by many pilgrims from all parts of India. Muttra is one of the most ancient cities of Hindustan

163 Fill up the gaps in the following with a word expressing the opposite to the word in italics —

- (a) The voyage out was *smooth*, the voyage back was—
- (b) The *supply* increased but the—fell
- (c) To err is *human*, to forgive—

164 For each of the italicised verbs in the following sentences use the word *looked* followed by a correct preposition or adverb and preposition —

- (a) I *viewed* the scenery (b) I *expected* a miracle to happen
- (c) I *despised* him for his meanness (d) I *respected* him as my patron and guide
- (e) I *trusted* him for support (f) I *investigated* the matter

165 Point out the difference in meaning between —

- (v) Command, order, (b) Courtly, courteous, (c) Apposite, opposite,
- (d) Cause and reason, (e) Candid and sincere, (f) To give way,

to give away , (g) I am not concerned in the transaction, I am much concerned at the loss , (h) Call *on* and *for* , (i) Attend *to* and *upon*

166 Give the exact sense of the following sentences —

(a) He took it into his head that he should swim across the river

(b) He took it amiss

(c) You may take my word for it

(d) He is a talking person

(e) He took it to heart

(f) He delivered a telling speech

(g) The new tax bids fair to work well

167 Turn into indirect form —

"It is quite true," said her father "Are you ill, my child or is there anything troubling you? Speak freely and openly You are a modest and prudent girl and that amends for much"

168 Construct sentences using *age*, *up*, *dry*, and *beggar* as verbs

169 Give an example of a prepositional verb, a verb active in form but passive in sense, a reflexive object, the suppositional use of the Imperative mood, a Relative adverb

170 Parse the italicised words in the following —

(a) *The* more men have, the more they want

(b) He did his *best*

(c) He did nothing but *laugh*

171 Correct the following —

(a) Seeing I was too tired he said me to take my seat and partake little refreshment

(b) He was much angry, because although he was two years more senior than me, he was failed and I was passed in first division

172 Split up each of the following passages into several sentences without altering the sense —

(a) When the family were seated at breakfast, a tall soldierly figure was seen standing on the lawn with one hand up at his cap, evidently waiting for a welcome

(b) The tamarind is a large spreading tree, growing in the Indies and valued for its shade, as well as for the cooling acid

pulp of its pods which is preserved with sugar and exported to Europe

(c) He chose that his charities should be secret, not only as being utterly averse to all ostentation but also to avoid those importunities which are often made by unworthy objects

173 Express the meaning of (a) in a compound sentence, (b) in a complex sentence, (c) and (d) in simple sentences — All but John had lost their money (b) All but for John had lost their money, (c) He disliked the fruit, as it was sweet. (d) He disliked the fruit, sweet as it was

174 Form the diminutives of hill, island, river, dear, animal, duck, man, goose, lamb, flower, stream, maid

175 Parse the words italicised — He treated me all *alike* He studied *hard* He will come *three days* hence There was no one but *me* You are the *very* man, I am looking *for* He was taught *drawing*

176 Analyse — What use he will make of the talents he has been blessed with, is the important question, a youth must ever keep before himself, while at School or College

177 Recast as directed —

(a) Immediately on seeing the venerable man in the pulpit, I very much approved of my friend's insisting on the qualifications of a good aspect and a clear voice (Use *no sooner* for *immediately*)

(b) I had rather coin my heart than ring (Use *prefer* for *had rather*)

(c) Nothing is too high, nothing is too low, to furnish matter for amusing and yet profitable reflection (Use *so as* for *too*)

178 Write the following with a clause of condition — Consent and all this dread array, like morning dream, shall pass away

179 Rewrite correctly —

(a) I asked for a few money of advance, but he told that how I can pay until your work is not finished

(b) They all ate in the same place for one and half hour at that evening

180 Turn the following into *indirect form* —

"Do you take me for a fool?" said John "Yes," replied Smith "Why have you broken your slate?" "What is that to you," returned John, "I have not harmed any body except myself"

181 Analyse —

The superficial person, who has obtained a smattering of many things but knows nothing well, may pride himself upon his gifts, but the sage humbly confesses, that all he knows is that he knows nothing

(182 Fill up the blanks with appropriate words —

(a) The soldiers were implicated—the robbery and the Magistrate thought it—upon him to—proceedings—them even—the risk of—the displeasure of the military authorities

(b) A man—honour will adhere—his convictions and act—a sense—duty

183 Parse the words italicised in the following —

Every one knows *that, that that that* is used before a noun clause, is a conjunction

It is *past* ten

This is the *very* book, I saw yesterday

184 Insert appropriate words in the following —

I do not concur—you—the opinion you have—but I abstain—interfering—a matter of such—for you and me You are in honour—to bestow your best thought—this subject

185 Construct sentences with —

Act from, act on, entrust to, entrust with, bring on, bring up, break up, break down, result in, result from, and confer on, confer with

186 Use a clause for the phrase italicised in each of the following so as to bring out the exact force of "for" —

(a) He knows a great deal *for a lad of ten*

(b) *For all his possessions* he was discontented

(c) He was educated *for the bar*

(d) Oh ! *for a hut* in some vast wilderness !

187 Parse the italicised words in the following —

(a) The river ran *purple* to the sea

(b) This is *just* what I mean

(c) *To reign* is *worth* ambition

(d) I will do it only this *once*

(e) Please *give* me the book

188 Correct the following sentences.—

(a) Australia is a largest island of whole world, it is great deal largest all others

(b) He, said me yesterday that he will come within 25th August

(c) The drunk man tried to pick up a quarrel with me but I denied to quarrel with him

(d) He, thinking that his brother to be dead became much sorrowful

(e) I cannot call into my mind that on any other occasion such large defalcations have been brought into the light

189 Insert appropriate prepositions in the following blanks —

It is better to be clothed—rags than to be clothed—shame

I blush—my fault more than I blush—your reputation There would be no use—my purchasing that article for I have no use—it It is better even to be blind—an eye than to be blind—one's faults The trader there who deals—cotton goods has dealt harshly—his customers You have no need—much caution—every change—weather

190 Construct a sentence with each of the following —

Consist in, consist of, dash off, dash against, hold out, ho'd up provide for, provide against

191 Parse the words in italics in the following —

(a) He *knowing* my intention, refused

(b) I recommend your *drinking* this

(c) The *dawning* light

(d) Thou art lovelier than the *coming* of the spring

(e) These clothes want *washing*

(f) A new work is *preparing* for the press

192 Construct short sentences to point out the difference between —

(a) An independent adverb and a conjunctive adverb

(b) A subordinating conjunction and a co-ordinating conjunction —

(c) The simple infinitive and the gerundial infinitive.

193 Supply appropriate prepositions in the blank spaces in *each* of the following sentences —

(a) The decorations were not—his taste

(b) The Government are—abolishing the appointment but the Judges object—this course

(c) —aught I know, he may be a clever man

(d) Greatly—my surprise, he failed—his attempt

(e) It was made—the pattern supplied by me

(f) He exposed himself—the risk—being made answerable—the loss

194 Rewrite the following sentences correctly —King of England sent a word, that he will come at head of thirty thousands of men, for punishing and driving the rebels, who denied to surrender in spite of the good advices, they have received and the benefits that had been conferred them

195 Construct sentences to use —

(a) Still—meaning always

(b) That—introducing an adverbial clause

(c) Since—as a conjunction of time

(d) But—as a subordinative conjunction with the sense of except that

(e) All—used as an adverb

(f) It—introducing a succeeding clause

(g) What—as an adverb

(h) However—used as an adverb

196 (a) Comment grammatically on any two of the following —

(i) I am quite tired

(ii) This many summers

(iii) He is a man descended from a high family

(b) Frame sentences using —Low (adj and adv), fast (as noun and verb), such (as pronoun)

197 Insert an appropriate preposition in each of the following gaps —

He landed—Bombay, he is amenable—reason, is there any authority—this statement? This is a change—the better, he is frugal—his habits, he is quite heedless—consequences, he was hopeful—recovery, he fell a victim—plague, his thirst—money could never be satisfied

198 Rewrite the following sentences making the changes indicated —

(a) I had rather die honourably than live with dishonour (Change *die* and *live* into nouns)

(b) The kingdom of Scotland was troubled and its inhabitants sunk into despair, at the death of the young prince (Begin with "The death")

(c) Men of war were sent abroad for some other purpose than to be made a show of (Insert "not" before "sent")

199 (a) Parse the words italicised in the following —

This house is *to let*, wait a *minute*, *out* upon it, he asked if you were going

(b) Construct sentences using age, up, dry and beggar as verbs

(c) Illustrate by short sentences the transitive use of—Run, shout, play and serve

200 Correct or justify —

(a) Such repression sounds harshly

(b) This is seldom or ever the case

(c) Prompted by the most extreme vanity he persisted on the writing bad verses

(d) I never remember having met his equal

(e) Natives of India have black hairs but that of England brown

(f) I request your favour of granting *mé* three days leave

(g) He did this murder as he was possessed of the devil

(h) The ship was struck on the rock and was drowned

MATRICULATION EXAMINATION

ENGLISH—*Second Paper*

Calcutta, 1910

I Give in plain English the substance of *any two* of the following passages —

(a) In his early days, Fitzerland made experiments in diet and gradually settled down into vegetarianism. He felt at first a loss of physical power, but this passed off, and he believed he gained in lightness of spirit. He lived practically on bread and fruit, with sometimes cheese and butter. But he was not a bigoted vegetarian. To avoid an appearance of singularity he would eat meat at other houses, and provided it in plenty for his guests. He was abstemious, but not a total abstainer.

(b) The good servant prefers his employer to himself. The good employer considers the welfare of his servant more than his own profit. From the sweeping of a floor to the governing of a country—from the baking of a loaf to the watching by the sick-bed of a friend—there is the same rule everywhere. Let the thought of self intrude, let the worker but pause to consider how much reward his work will bring to him, and the power of his genius will be gone from him.

(c) Shylock, the Jew, lived at Venice. He was an usurer who had amassed an immense fortune by lending money at great interest to Christian merchants. Shylock, being a hard-hearted man, exacted the payment of the money lent with such severity that he was much disliked by all good men, and particularly by Antonio, a young merchant of Venice, and Shylock as much hated Antonio, because he used to lend money to people in distress, and would not take any interest for the money he lent, therefore there was great enmity between the covetous Jew and the generous merchant, Antonio. Whenever Antonio met Shylock on the Rialto (or Exchange) he used to reproach him with his usuries and hard dealings, which the Jew would bear with seeming patience, while he secretly meditated revenge.

(d) After we had resided at Ceylon about a fortnight, I accompanied one of the Governor's brothers upon a shooting party. He was a strong, athletic man, and being used to the climate (for he had resided there some years), he bore the violent heat of the sun much better than I could, in our excursion he had made a considerable progress through a thick wood when I was only at the entrance. Near the banks of a large piece of water which had engaged my attention, I thought I heard a rustling noise behind. On turning about I was terribly frightened at the sight of a lion, which was evidently approaching with the intention of satisfying his appetite with my poor carcass, and without asking my consent. What was to be done in this horrible dilemma? I had not even a moment for

reflection, my piece was only charged with swan-shot, and I had no other about me however though I could have no idea of killing such an animal with that weak kind of ammunition, yet I had some hope of frightening him by the report, and perhaps of wounding him also

3 Give in plain English the substance of *one* of the following passages .—

- (a) Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land
Thus the little moments,
Humble though they be,
Make the mighty ages
Of eternity
- (b) He that is down needs fear no fall,
He that is low, no pride
He that is humble ever shall
Have God to be his guide
I am content with what I have
Little be it or much
And, Lord, contentment still I crave
Because thou savest such
- (c) Let nothing disturb thee,
Nothing affright thee,
All things are passing
God never changeth
Patient endurance
Attaineth to all things,
Who God possesseth
In nothing is wanting,
Alone God sufficeth

MATRICULATION EXAMINATION, 1911.

ENGLISH—*Second Paper.*

I Give in plain English the substance of *one* of the following passages —

- (a) Like my little garden
May I grow sweet and fair
With kindly words and action
For ev'ry one to spare

May the good seed flourish well
 In my little heart
 And all the vain and wicked thoughts
 Like evil weeds depart

- (b) See the wretch that long hath tossed
 On the thorny bed of pain,
 At length repair his vigour lost
 And breathe and walk again
 The meanest flower of the vale,
 The simplest note that swells the gale,
 The common sun, the air, the skies,
 To him are opening paradise
- (c) Deeper, deeper let us toil
 In the mines of knowledge
 Nature's wealth and learning's spoils
 Win from school and college
 Delve we there for richer gems
 Than the stars of diadems
- (d) Noblest and dearest,
 Who shall be nearest,
 Names with honour and pride ever more ?
 He the undaunted,
 Whose banner is planted
 On glory's high ramparts and battlements hoar
 Fearless of danger,
 To falsehood a stranger,
 Looking not back while there's duties before
 He shall be nearest,
 He shall be dearest,
 He shall be in our hearts evermore !

II Give in plain English the substance of *any two* of the following passages —

(a) In the present day it is not necessary that generals or great officers should fight with their own hand, because it is their duty to direct the movements and exertions of their followers. The artillery and the soldiers shoot at the enemy, and men seldom mingle together and fight hand to hand. But in the ancient times, kings and great lords were obliged to put themselves into the very front of the battle and fight like ordinary men with the lance and other weapons. It was, therefore, of great consequence that they should be strong men and dexterous in the use of their arms. Robert Bruce was so remarkably active and powerful that he came through a great many personal dangers, in which he must otherwise have been slain.

(b) In this life there are no gains without pains. Life indeed would be dull if there were no difficulties. Games lose their zest if

there is no real struggle, if the result is a foregone conclusion. Both winner and loser enjoy a game most if it is closely contested to the last. No victory is a real triumph unless the foe is worthy of the steel. Whether we like it or not, life is one continuous competitive examination.

(c) Queen Victoria, when a little girl was taught economical habits by her excellent governess. The princess had a set allowance for pocket money, and was not permitted to exceed it. Once at the bazar at Tunbridge Wells, she had expended all her supply of money in a number of presents for relatives and friends. As she was leaving she remembered another cousin to whom she thought she would like to make a present. She saw a box marked half a crown, which she considered would be just the very thing for him. But, alas! the money was all gone. The people in the shop said they would just enclose the box with the other articles, but her governess said, 'No, you see the princess has not the money, and so of course she cannot buy the box.' The shopkeepers then said they would reserve the box, and when the next pocket money came due the princess mounted her donkey and was at the bazaar for the coveted box by seven o'clock in the morning!

(d) A man in the east, where they do not require as much clothing as in colder climates, gave up all worldly concerns and retired to the wood, where he built a hut and lived in it. His only clothing was a piece of cloth which he wore round his waist. But, as ill luck would have it, rats were plentiful in the wood, so he had to keep a cat. The cat required milk to feed it, so a cow had to be kept. The cow required tending, so a cow-boy was employed. The boy required a house to live in, so a house was built for him. To look after the house a maid had to be engaged. To provide company for the maid a few more houses had to be built, and people invited to live in there. In this manner a little township sprang up. The man said, 'The further we seek to go from the world and its cares, the more they multiply.'

MATRICULATION EXAMINATION, 1912

ENGLISH—*Second Paper*

I Give in plain English the substance of *any two* of the following passages —

(a) One day when the prince Sidhartha, with a large retinue drove through the eastern gate of the city, on the way to one of his parks, he met on the road an old man, broken and decrepit. One could see the veins and muscles over the whole of his body, his teeth chattered, he was covered with wrinkles, bald, hardly able to utter hollow and unmelodious sounds. He was bent on his stick and all his limbs and joints trembled. "Who is that man?" said the prince to his coachman. "He is small and weak, his flesh and his blood are dried up,

his muscles stick to his skin, his head is white, his teeth chatter, his body is wasted away leaning on his stick he is hardly able to walk, stumbling at every step. Is there something peculiar in his family, or is this the common lot of all created beings?"

"Sir," replied the coachman, "that man is sinking under old-age, suffering has destroyed his strength, and he is despised by his relations. He is without support and useless, and people have abandoned him like a dead tree in a forest. But this is not peculiar to his family. In every creature youth is defeated by old age. Your father, your mother, all your relations, all your friends, will come to the same state, this is the appointed end of all creatures.

(b) It is sometimes said that the pleasure of giving is peculiar to the rich, and no doubt the pleasure of giving is one of all the greatest and purest which wealth can bestow. Still the poor also may be liberal and generous. The widow's mite, so far as the widow at any rate is concerned, counts for as much as the rich man's gold. Moreover, as regards kindness and sympathy, which are far more valuable than money, the poor can give as much as, perhaps even more than, the rich. Money is not wealth. There are those whom we look down on as poor, who may be in reality as rich as any millionaire. That which is of most value in life is exactly that which can neither be bought nor sold. A proverb says—"A man's true wealth is the good he does in this world." When he dies men will ask what property he has left behind him, but Angels will enquire, "What good deeds hast thou sent before thee?"

(c) Sir John Moore, while earnestly watching the result of the fight about the village of Elvina, was struck on the left breast by a cannon shot, the shock threw him from his horse with violence, yet he rose again in a sitting posture, his countenance unchanged, and his steadfast eye still fixed upon the regiments engaged in his front, no sigh betraying a sensation of pain. In a few moments when he saw the troops were gaining ground, his countenance brightened, and he suffered himself to be taken to the rear. Then was seen the dreadful nature of his hurt. The shoulder was shattered to pieces, the arm hanging by a piece of skin, the ribs over the heart broken and bared of flesh, the muscles of the breast torn into long stripes. As the soldiers placed him in a blanket, his sword got entangled and the hilt entered the wound. A staff officer attempted to take it off, but the dying man stopped him, saying, "It is as well as it is. I had rather, it should go out of the field with me", and in that manner so becoming a soldier, Moore was borne from the fight.

(d) As we looked out into the darkness, we could not but recollect with a flush of pride, that yonder lay Flores and the scene of the great fight off the Azores, in which the Revenge, with Sir Richard Grenville for her captain, endured for twelve hours before she struck, the attack, of eight great Spanish armadas, of

which two sank at her side, and after all her masts were gone, defied to the last the whole of fifty one all, which lay around her waiting, "like dogs around the dying forest king," for the Englishman to strike or sink. Yonder away it was, that wounded again and again, and shot through body and through head, Sir Richard Grenville was taken on board the Spanish Admiral's ship to die, and gave up his gallant ghost with those famous words—"Here die I, Richard Grenville, with a joyful and quiet mind, for that I have ended my life as a true soldier ought, fighting for his country, queen, religion and honour, my soul willingly departing from this body, leaving behind the lasting fame of having behaved as every valiant soldier is, in his duty, bound to do."

II Give in plain English the substance of *one* of the following extracts —

- (a) Whene'er a noble deed is wrought,
 Whene'er is spoken a noble thought,
 Our hearts in glad surprise
 To higher levels rise
 Honour to those whose words or deeds
 Thus help us in our daily needs
 And by their everflow
 Raise us from what is low !
- (b) Like an army defeated
 The snow hath retreated,
 And now doth fare ill
 On the top of the bare hill,
 The Plough-boy is whooping—anon—anon
 There's joy in the mountains
 There's life in the fountains,
 Small clouds are sailing,
 Blue sky prevailing,
 The rain is over and gone !
- (c) Death takes us by surprise
 And stays our hurrying feet,
 The great design unfinished lies,
 Our lives are incomplete
 But in the dark unknown
 Perfect their circles seem
 Even as a bridge's arch of stone
 Is rounded in the stream.
- (d) O place me in some Heaven protected isle
 Where Peace and Equity and Freedom smile,
 Where no Volcano pours his fiery flood,
 No crested warrior dips his plume in blood,

Where Power secures what Industry has won ;
 Where to succeed is not to be undone ,
 A land that distant tyrants hate in vain,
 In Britain's isle, beneath a George's reign

CALCUTTA—1913.

Give in your own words the substance of *any two* of the following passages —

(a) What is it to be a gentleman? Is it to have lofty aims, to lead a pure life, to keep your honour virgin, to have the esteem of your fellow-citizens, and the love of your fireside, to bear good fortune meekly, to suffer evil with constancy, and to surmount evil or good to maintain truth always? Show me the happy man whose life exhibits these qualities and him we will salute as gentleman, whatever his rank may be, show me the prince who possesses them, and he may be sure of our love and loyalty

(b) After all is said the capable man is the man to be admired. The man who tries and fails, what is the use of him? We are in this world to do something not to fail in doing it. Of the helpless, inefficient persons who try one thing and fail, because they are not strong enough, and another because they have not energy enough, what shall we say of them? What use is there in them? What rope is there of them? What can we wish for them? To be able to do what a man tries to do, that is the first thing necessary, and then that, we may hope all things for him

(c) It is always a great pleasure to me to pass an evening at your father's house. But on the last occasion that pleasure was very much heightened, because you were once more with us. I watched your mother's eyes as she sat in her place in the drawing-room. They followed you almost without ceasing and there was the sweetest, happiest expression on her dear face, that betrayed her tender maternal love for you, and her just maternal pride. Your father was equally happy in his own way, he was much more gay and talkative than I have seen him for two or three anxious years. He told amusing stories; he entered playfully into the jests of others, he had pleasant projects for the future. I sat quietly in my corner, silently observing my old friends, and amusing myself by discovering the hidden sources of the happiness that was clearly visible. They were gladdened by the first successes of your manhood; by the evidence of your strength; by the realization of hopes long cherished.

(d) The heat was almost insufferable. All nature seemed sinking under it. The distant country presented to the eye a dreary expanse of sand, with a few stunted trees, in the shade of which the hungry cattle licked up the withered grass, while the camels and goats licked up the scanty foliage. The scarcity of water was

great Day and night the wells were crowded with cattle , excessive thirst made many of them furious , others being too weak to contend for the water endeavoured to quench their thirst by devouring the black mud near the wells, which they did with great avidity, though it was commonly fatal to them

2 Give in simple English the substance of *one* of the following extracts —

- (a) I live for those who love me,
Whose hearts are kind and true ,
For the heaven that smiles above me,
And awaits my spirit too ,
For all human ties that bind me,
For the task by God assigned me,
For the bright hopes left behind me,
And the good that I can do
- (b) I laugh not at another's loss ,
I grudge not at another's gain ,
My wealth is health and perfect ease
My conscience clear, my chief defence ,
I neither seek by bribes to please,
Nor by deceit to breed offence
Thus do I live , thus will I die ,
Would all did so as well as I !

3 Develop the following, and complete the story as you like —

Two boys, while digging a hole, find an old gold coin, in a beautiful state of preservation They discuss what they should do with it

Or,

• Expand the following —

Life is mostly froth and bubble,
Two things stand like stone
Kindness in another's trouble,
Courage in your own

4 Change the following speech into indirect narration —

'Comrades,' he said, 'listen to me , for though I often talk nonsense, I can talk sound sense when I choose Fortune has sent us this treasure so that we may lead a life of ease, and we will spend it as lightly as we have come by it Who could have guessed, when we set out to-day, that we should come by so fair a fortune ?'

5 Insert an appropriate word in each of the following blanks —

Filled—pity for them, he swore so to avenge them—the tyrant—all Greece should ring—his punishment

No more—this. We have had enough—it Be—good cheer for you are dear—me

6 Construct short sentences to illustrate the difference in meaning between any *three* of the following pairs of words —

Artist, artisan, notable, notorious, practical, practicable, principal, principle

7 Parse the words italicized in *any three* of the following groups —

(a) He is *about* to go He cannot go *about*

(b) *That* man is wise He worked hard *that* he might succeed

(c) He came *as* soon as he could He came as soon *as* he could

(d) How *else* could I do it? Who *else* was there?

8 Explain grammatically the difference in the use of the italicized words in the following sentences —

He is *singing* He loves *singing* old songs He loves the *singing* of birds

ANSWERS—1910

SUBSTANCE

1 (a) In the early days of his life, Fitzgerald tried various kinds of food to see which would suit his constitution best. He gradually became a vegetarian, and lived upon bread and fruit with sometimes a quantity of cheese or butter. At first he felt rather weak, but this weakness did not last long. He soon found himself quite hale and hearty and able to work. He had, however, no prejudice against meat, and lest people might look upon him as a peculiar sort of man he used to take meat at the houses of other people, and supply it in sufficient quantities to his guests. He was temperate in respect of animal food but did not abstain from it altogether.

(b) A good servant looks more to the interest of his master than his own. Similarly a good master looks more to the comforts of his servant than his own profit. This rule applies as much to the sweeper of a floor and the baker of a loaf, as to the Governor of a country and a person who attends a sick person. In fact in all kinds of work which we do, we must not bring in selfishness, for if we think of what we would gain by a work, we would lose the noble disposition of working for the good of others.

(c) There lived at Venice, a Jewish money lender named

Shylock, and a Christian merchant, named Antonio Antonio hated Shylock, because he lent money at high interest and exacted it with great severity, and Shylock hated Antonio because he lent money to people in distress without charging any interest from them Thus there was great enmity between the two persons Whenever they met at the Exchange, Antonio abused Shylock bitterly for his hard dealings towards the debtors, and though the Jew seemed to put up with these insults patiently, he was all along seeking an opportunity to have his revenge

(d) After staying at Ceylon for about a fortnight I went out on a shooting excursion, with one of the brothers of the Governor This gentleman was very robust and as he had lived at Ceylon for some years, and was habituated to the severe heat of the country, he was able to go much in advance of me, so that while he was in the thick of a wood, I could but enter it While I was standing by and looking intently at a large piece of water, I thought I heard a rustling noise behind, and when I turned about, I was struck with awe at the sight of a lion coming to devour me I was quite at a loss what to do I had with me only a musket for shooting swan I was sure I could not kill the animal with this piece, but yet I hoped I might frighten the animal with it, and perhaps wound him also

3 (a) The vast Ocean is made up of small particles of water, and the earth, which is full of pleasant sights and beautiful objects is but a combination of small particles of sand In the same way the vast Ocean of Time is to be looked upon as being made up of small moments These may appear to be insignificant when taken singly, but as single moments make up a man's whole life, they will yield important results, if they are rightly employed

(b) Ambitious and proud men live in constant fear of losing their position, but those who are humble and contented have nothing to fear for they are always sure of God's guidance and mercy I am satisfied with what God has given me and I do not want for more, for I know that a contented man is always under the protection of God

(c) Everything in Nature is subject to change, God alone is unchangeable. The troubles that afflict your mind and the dangers that frighten you, will pass away if you have patience and perfect faith in God A man who has God within himself, i.e., who always thinks of God, can never suffer from want

1911

1 (a) My small garden attracts people by its beautiful plants and its sweet-scented flowers I wish I may as well please people by sweet words and deeds of benevolence I wish also that my mind may be the abode of good and benevolent feelings and that

evil thoughts are driven out of it, just as weeds are removed from the garden

(b) When a man suffers from a painful and lingering disease, he finds nothing in nature to interest him or alleviate his pain, but when he recovers from the disease and is able to move about he finds that the sun, the air, the skies and even the meanest flower and the simplest musical note bear a charm, which he could not appreciate during his longstanding illness. It is only a healthy state of the body that can enable men to enjoy pleasure and appreciate beauty

(c) We must not rest until our work is achieved. Just as miners enter deeper and deeper into the interior of the earth in search of Nature's mineral wealth, so should we work harder and harder with a view to grasp and master the different branches of learning. These are brighter and more valuable than the gems which adorn the crown of the kings

(d) The question is—Who is our nearest and dearest relation or friend, and who is worthy of our highest respect?

The answer is—The man, who is fearless of danger, who is foremost in battle and siege, who never tells a lie, and who is always attentive to the call of duty, is our nearest and dearest relation and friend and is worthy of our highest esteem

3 (a) In modern times, generals or nobles are not required to fight with their own hands, they have only to direct the movements of the soldiers, and these only manage the artillery and the guns and are seldom required to fight at close quarters. But in ancient times, the soldiers had to fight at close quarters with lances and other weapons, and even kings and great nobles had to take the lead and fight like ordinary soldiers. It was then indispensably necessary that the kings and the nobles should be very brave and well skilled in the use of arms. Robert Bruce had to take part in several battles, but for his bravery and warlike skill he might have been killed

(b) In this life nothing can be gained without a struggle. In fact the interest of life lies on this struggle. Games lose their charm if the parties are not equally matched, or when they are not hotly contested. A victory is not worth its name if the parties are not equal or when it is easily won. We may or may not like this, but our life is, indeed, a ceaseless struggle for success

(c) In her early days, Queen Victoria, was taught by her excellent governess to be frugal in her expenses, and she was not allowed to exceed her fixed pocket-money. One day she accompanied her governess to the bazar at Turnbridge Wells, and when she had spent all her pocket-money in purchasing gifts for friends and relatives, she remembered she had purchased nothing for a

certain cousin She was tempted to purchase a box marked half-a-crown, but as she had no money she was prevented by the governess The shopkeeper kept it in reserve and when the Princess got her next pocket-money, she hastened to the bazar to purchase the much-liked box

(d) In an Eastern country, a man wishing to live a solitary life, came to a wood, where he built a hut to live in His only clothing was a piece of cloth for the waist Unfortunately the hut was infested by rats and he had to keep a cat and also a cow to supply the cat with milk For the cow, a cow-boy was employed, and a house built for him To look after the house a maid-servant was engaged and as she could not live alone, a few more houses were built and people invited to dwell there Thus a little town grew up

1912

I (a) Prince Shidhartha, while driving one day towards one of his parks, met an old man on the way The man was reduced to a skeleton, his flesh and blood were dried up and he leant on a stick and trembled at every step His teeth chattered and he could hardly utter even hollow and indistinct sounds The Prince enquired of his coachman, who that man was and why he was so very miserable He also wanted to know if there was any peculiarity in his family, to which his present wretched condition might be attributed, or whether it was the inevitable condition of all creatures

The coachman respectfully replied that there was no peculiarity to the family, but that it was the old age with its sufferings, which accounted for the man's present miserable state Being weak and helpless the man was deserted and despised by all He also said that old age with its sufferings was the inevitable fate of all men, and none, not even the parents and friends of the Prince could escape from it

(b) It is sometimes said that only the rich possess the power of bestowing gifts and that the pleasure arising therefrom is enjoyed only by them There is some truth in the statement, but it is also true that poor men can also relieve the distress of humanity The poor widow's small income is as much valuable to her as the rich man's gold People generally look down upon poor men, but as kindness and sympathy are superior to money, the poor men, possessing these noble feelings, are really higher than rich men, who are destitute of them What is really noble in life cannot be measured by money and it is the good deed a man does in life, that estimates his true worth After a man's death his fellow-creatures may inquire what property he has left behind him, but the Angels will enquire what good works he did while living

(c) Sir Thomas Moore was struck by a cannon shot while he was watching the fight at Elvina. He fell from his horse but rose

again, and though his heart was broken and his other limbs were torn to pieces, his countenance and eyes did not betray the least sensation of pain. When he saw his own troops gaining ground he allowed himself to be carried to the rear. There it was found that he was mortally wounded, and when he was placed on a blanket, his sword got entangled and the hilt entered the body. An attempt was made to extricate it but the dying general said, "It is as well as it is. I had rather it should go out of the field with me." In this manner, he was carried soldier like from the field of battle.

(d) In the darkness of the night we thought of Flores and the scene of the memorable fight off Azores, where the *Revenge* (an English man-of-war) with Sir Richard Grenville as her Captain fought gallantly for 12 hours against 8 gallant Spanish ships, two of which sank at her side. She defied to the last moment the strength of the whole Spanish fleet of 51 ships and when she sank, the brave English Captain was carried on board the Spanish Admiral's ship, where he died saying, "I die with a joyful and quiet mind, having discharged like a true soldier my duties to my country, queen and honour."

2 (a) When any noble deed is done or any good word is spoken in our presence, we are agreeably surprised to find that our minds are ennobled thereby. We should shew suitable respect to those who help us either by deeds or words, in the faithful discharge of our daily duties and keep us above the vulgar pursuits of life.

(b) The snow has dispersed like a vanquished army. It is now to be found only on the tops of high hills. The rain has subsided, and the blue sky is almost free from clouds. The plough-boy is whooping in the fields, and the sides of mountains and fountains are filled with joyous sounds of men and women, busily engaged in their work.

(c) Death carries us off suddenly without our having the least suspicion of its approach, and puts a stop to our movements. If Death hardly leaves us time to finish the works we have begun, or to realize the aims and ideals of our lives, our life on earth, viewed by itself, would appear to be as fragmentary and incomplete as the arc of a circle. But if we add to this arc *viz* the life on earth, the other part of this circle *viz*, the life beyond the grave, we shall get the full circle of life, just as the stone arch of a bridge, when added to the arc which lies concealed in the stream, would make a complete circle.

(d) Let me live in some island, which is under the special protection of God (or which possesses a strong natural defence)—which enjoys Peace and Justice and Liberty—which is not subject to the destructive fury of a volcanic eruption—where warriors do not make themselves notorious by (needless) slaughter (or which does not suffer from the attacks of cruel soldiers)—where the products of industry are well protected by Government,—where

success is not attended with ruin or danger,—which is hated by distant tyrants, but which can never be injured by them—to make myself more clear, I should like to live in Britain when its sceptre is wielded by a George

1913

1 (a) A man, who has high aims before him, who leads a pure life and bears a stainless character, who, by his loving and modest behaviour, secures the good will of all, who conducts himself modestly in times of prosperity and patiently under misfortunes, and who supports the cause of truth at all times, is a true gentleman. Such a man is worthy of our respect, whatever may be his rank or situation in life, and if a prince possesses the good qualities of a gentleman surely he is worthy of our love and devotion.

(b) In this world man is to work and gain success. Failure is not the end of human existence. If a man tries to do a piece of work but fails, he is of no use to the world. The plea that a man has failed because he is helpless or inefficient for want of strength or energy cannot be accepted as reasonable. Such men are useless and no good can be expected from them. We want men who work and succeed in life and such men only are objects of our hope and admiration.

(c) I feel very great pleasure to pass my evenings at your father's house. On the last occasion, I was more pleased than usual, because of your presence there. Sitting quietly at a corner, I looked at my old friends and was very glad to find that they were all happy. I watched your parents particularly and found that while your mother looked at you with fixed eyes, full of tenderness, love and just pride, your father mixed freely with all and talked joyously and merrily to all, now telling them stories and now joining in their jests. They were exceedingly happy to find that you were a strong-built fine youngman and that the hopes they had entertained about you were fully realised.

(d) The heat was almost intolerable. It was so excessive that all nature appeared to be pressed down by its intensity. Looking far into the distance, one could see only a vast tract of sandy waste, relieved with a few small trees under which the hungry cattle grazed, and the camels and goats licked up their slender leaves. Water was extremely scarce. The cattle were always found huddled round the wells. Many of them became fierce through thirst, while those who were too weak to struggle for water, tried to satisfy their thirst by eagerly swallowing the black mud near the wells, though it generally proved almost fatal to them.

2 (a) In this world I have no selfish end in view. My only care to live is (*I live only*) to please those who love me, befriend me and are true to me—to please God that blesses me with gifts and

will take unto Himself my soul when it is separated from its "fleshy nook", to satisfy those to whom I am attached by the strongest ties (of relationship or gratitude) to discharge the duty which has been entrusted to me by the great Taskmaster (God), and to leave a bright and famous name behind me after death—in short to do all I am able to do for the sake of man and God

(b) I do not rejoice at another's misfortune I do not envy a man if he gains anything Sound health and perfect ease are the only wealth I care for My conscience, which has never been pricked by a consciousness of guilt, is my chief support in time of danger I do not like to please any one by giving bribes, nor to give offence by practising fraud This is my way of living, to which I mean to stick till I die I wish all would follow me and practise these principles in their lives

BOMBAY—1908.

3 Combine the following into a single sentence —

Bonaparty was born a Corsican He distinguished himself in School He joined the republican army He started as a corporal His bravery was remarkable His mental powers were great He became the head of the army in Italy He conquered Egypt He set aside the republic He was proclaimed Emperor

1 (b) Paraphrase —

On our way homeward the squire's heart seemed overflowed with generous and happy feelings As we passed over a rising ground, which commanded something of a prospect, the sounds of rustic merriment now and then reached our ears the squire paused for a few moments, and looked around with an air of inexpressible benignity The beauty of the day was of itself sufficient to inspire philanthropy Notwithstanding the frostiness of the morning, the sun in his cloudless journey had acquired sufficient power to melt away the thin covering of snow from every southern declivity, and to bring out the living green, which adorns an English landscape even in midwinter

6 Explain with short sentences the uses of —

Hue and cry sharp practice, leave in the lurch, make a virtue of necessity, take time by the forelock, a man of parts

7 (a) Name the figures of speech contained in the following —

The sun sank into the ocean in all his glory The pen is more powerful than the sword He buys, he sells, he steals, he kills for gold

8 Analyse in tabular form —

As they drew near with cautious footsteps, the tiger quitting his lair, slunk into the jungle which grew higher there than it did else-

where and uttered a roar so terrible that the boldest hunter hesitated to advance

5 Essay of about 40 lines on —Which of the two is worse of, a blind man or a deaf and dumb man The value of discipline in life

1909

2 (b) Make sentences with appropriate prepositions after the following —Demur, differ, scoff, dissent

3 Write about 10 lines on any two —A museum, the place which you most like to visit, your favourite book, any recent invention or discovery, vegetarianism, corporal punishment

4 Explain and illustrate any six —Wheels within wheels, split the difference, at the first blush, to turn the tables, to turn an honest penny, the last straw, a labour of love, to fence with a question, to take in good part, in a nutshell, by fits and starts

Section II

5 Essay—Description of a town or village where you live

6 Use in different parts of speech with sentences—Right, fast, spring, race

8 Rewrite as directed —(a) Neither of these has ever been quoted by any party as a precedent (Change the voice of the verb)

(b) This is a proceeding *contrary to law* (One word for the words in italics)

(c) No sooner he saw me when he asked from me "when you are going" (Correct where necessary)

(d) You are already as well acquainted with these affairs as I am (Use *known* for *acquainted*)

(e) *France not yielding*, Germany declared for war (Expand the italicised words into a phrase)

1910

3 In each of the following sentences write in the blank space one word opposite in meaning to that of the word italicised

(a) Industry *prospered* while agriculture—

(b) *Modesty* is more attractive than—

(c) The waves of the sea *advanced* and—

(d) *Dismiss* this workman but—the other

(e) His appearance was—but his manner was *attractive*

(f) It is equally wrong to tell lies in *jest* and in—

4 (a) Answer the following by an application — "Wanted a smart junior clerk Salary according to qualification Apply to manager, Western Bank, Lahore."

(b) Write an advertisement for disposing of your Bicycle or a set of valuable books

6 Write an essay about 40 lines on any *one*—(a) School friend-ships (b) The importance of good manners (c) A description of any Indian industry known to you

7 Explain —Men of letters, branded as a hypocrite, eleven hands were lost, live and let live, not lost on the employer, windows were alive with heads

9 Change as directed —

(a) When the general informed the king that his troops had won a great victory, he ordered universal rejoicings (Use the passive throughout) (b) But for your folly you would have been a partner in the firm to day *Make this a complex sentence*

(c) His ability was such that all the citizens turned to him in their perplexity *(Make the principal clause the subordinate one)*

(d) Can flattery soothe the cold ear of Death? *(Make this an assertion)*

MADRAS—1909

9 Change into simple sentences —

(a) The report that they had recently arrived, spread throughout the town

(b) If the King were to die it would be a great disaster

(c) Though they were deprived of their leader the men were able to fight

(d) Since they were deprived of their leader the men were unable to fight

(e) I made enquiries where the ship was bound for

Essays —The usefulness of rivers Man, never is but always to be blest,

1911

II Write a letter to a friend informing him how to start an Athletic Club or a Debating Society

III Write a composition of 3 paragraphs on —

Kindness to animals or the attraction of a great city or the evils of selfishness

IV. Describe a hero whom you admire or a scene you like, or an amusement which you enjoy

V Rewrite as directed —

(a) The very silence following the cessation of such a battle affords but temporary relief to the heart (Make a complex sentence with the verb forms of *cease* and *relief*)

(b) Nelson knew the value of obedience so well, that he anticipated some censure for his act (Use *too* for *so*)

1912

II Write a letter to a friend in Europe describing in it the Delhi Durbar Celebration in your town or village

III Make a connected narrative from the following suggestions —

Home for the holidays in a village—late at night—summons to see a sick relative in a village six miles away—start in a cart—half asleep—sudden shock—driver asleep—another cart—no lamps—much abuse—delay—arrive at destination—relative much better—relief of mind

IV Rewrite as directed —

(a) To the great dismay of the Spaniards they found two thirds of the breaches closed (Use a verb for *dismay* and convert the predicate into a phrase)

(b) They pulled their oars with a vigour that despair alone could have given (As a simple sentence)

(c) It was the prettiest and most woeful sight that mortal ever saw (As a simple sentence)

PUNJAB—1911

A

1. Combine the following simple sentences into one compound sentence —

He rushed out of the room in time He would have been crushed to death by the falling of the roof The roof fell very suddenly It gave scarcely warning of the impending crash

5 Give a full analysis of the following —

The triumphs *that* on vice attend
Shall *ever* in confusion end,
The good man suffers *but* to gain,
And every virtue springs from pain

6 Parse the words italicised in the above

7 Frame sentences giving the different uses of—Before, that since

B

1 Explain and make sentences with —

Hold good, run short, take ill, over head and ears

2 Use appropriate prepositions after the following

Make sentences —Wait, warn, prevail, proficient

3 Write an application to the Deputy Commissioner of the District requesting him to open a Dispensary for women and children in your village *or* a letter to a friend telling him about your occupation of a new house, and your new neighbours

4 Write an essay on any *one* —An Indian marriage, a wrestling match, music, early rising

1912

A

1 Combine the following simple sentences into one compound sentence —

A brave and honest man will speak out He will not be afraid of the consequences A timid man may keep silent at the time of danger He may tell falsehoods He is afraid of some harm coming to him

2 Rewrite without a negative —He left no plan untried He cannot but give me the thanks that I deserve This was too great an honour not to excite the envy of his rivals

3 Change into indirect mode —

“What is this strange outcry?” said Socrates “I sent the women away mainly in order that they might not offend in this way, for I have heard that a man should die in peace Be quiet then, and have patience”

4 Change into direct mode —

In a short speech, Pythias told the surrounding multitude that his dear friend Damon, would soon arrive, but he hoped not before his own death had saved a life so dear as Damon's was to his family, his friends and his country

7 Give a full analysis of the following sentence —

A blind man, *carrying* a lantern in his hand, was walking along one night, when he was met by a thoughtless young fellow, *who*

laughed at him and said, "O fool ! Day and night must be alike to you , of *what* use can these lamps be to you ?"

8 Parse the words italicised in the above

B

1 Supply appropriate prepositions after the following and make sentences —Conscious, contribute, indulge, offend, provide and urge

2 Explain and make sentences with —To make up, to bring about, to fall in, and to take in

3 Your father being away on business, write a letter telling him of the state of things at home in his absence

4 Write an essay on any one —(1) Some of the advantages to be derived from the study of Geography (2) Importance of religious instruction in schools (3) Hope (4) Cat (5) English language

ALLAHABAD—1912

ENGLISH—SECOND PAPER

1 Every time she met her father, *she put on a frowning countenance* and when the old man wanted to speak with her, *she would jeign sickness or anything to be rid of the sight of him* , for it was plain that *she esteemed his old age a useless burden*, and his attendants an unnecessary expense not only she herself *slackened in her expressions of duty* to the king, but by her example, and (it is to be feared) not without her private instructions, her very servants affected to treat him with neglect, and would either refuse to obey his orders, or still more contemptuously pretend not to hear them. Lear could not but perceive this alteration in the behaviour of his daughter, but *he shut his eyes against it* as long as he could

(a) Explain the phrases italicized

(b) Analyse into its various clauses the first sentence, from the beginning down to the words 'unnecessary expense'

2 Having taken this resolution, my next care was to get together *the wrecks of my fortune* , and, all debts collected and paid, out of fourteen thousand pounds we had but four hundred remaining. My chief attention, therefore, was now *to bring down the pride of my family to their circumstances* , for I well knew that *aspiring beggary is wretchedness itself* 'You cannot be ignorant, my children,' cried I, 'that no prudence of ours could have prevented our late misfortune, but *prudence may do much in disappointing it*

effects We are now poor, my fondlings, and wisdom bids us *conform to our humble situation* Let us then, without *repining*, give up those splendours with which numbers are wretched, and seek in humble circumstances that peace with which all may be happy'

(a) What do you suppose were the circumstances in which the above was spoken? What advice does the speaker give to his children, and for what reasons?

(b) Explain the words and phrases italicized

3 'How* many things are there* that the fancy makes terrible 'by night, which by day are ridiculous? What is there in labour or in death that a man should be afraid of*? They are much slighter in act than in contemplation, and we may contemn* them, but we will not, so that it is not because they are hard that we dread them, but they are hard because we are first* afraid of them Pains, and other violences of fortune, are the same thing to us that goblins are to children—we are more scared with them than hurt*'

(a) How does the author illustrate the fact that fancy or imagination can make life more difficult than it really is?

(b) Parse the words followed by an asterisk

MATRICULATION EXAMINATION, 1913

ENGLISH—SECOND PAPER

1 The Earl of Leicester rode* on her Majesty's* right hand *in virtue of his position as her host* The steed on which* he was mounted was one* *whose match could not be found in Europe*, and had been purchased* by the Earl at great expense for this royal occasion The noble animal chafed at the slow pace of the procession, and, with foaming mouth and arched* neck, pulled at the bit which restrained him The rider *well* became the steed which he rode*, and on that proud evening his features showed his satisfaction at* the high honour which the Queen, *the very flower of a realm far famed for beauty and splendour*, was conferring upon him

(a) Explain the phrases italicized

(b) Why does the writer refer to the evening as 'proud'?

(c) Parse the words marked with an asterisk

2 *The orator bowed, and, making a gesture for silence, wound up his harangue as follows* — 'It only remains for us, then, to decide whether we shall carry on the war in our national capacity—one united people against a common enemy—or whether one of us, a champion famous in former fights, shall be selected to challenge to single combat the bravest man amongst our foes In the latter

case, though not unaware that there are amongst you men more expert in arms than I am I thereby offer myself for the duty

(a) Put into your own words the portion italicized

(b) What two alternative plans did the speaker place before his hearers

(c) Which of these plans did he purpose himself to carry out?

(d) Rewrite the above speech as reported by one of the audience

3 Men of inferior stations in life have little opportunity of exercising any other virtues besides those of patience, integrity and industry Those of the upper classes have full employment for generosity and affability In forming friendships the latter are not obliged to associate with those for whom they have little liking whereas men of lower ranks have their offers of friendship rejected even when they make advances But though the great have more facility in acquiring friendships, they cannot be so certain of the sincerity of them as men of lower ranks, since the favours they bestow may bring them only flattery instead of good will

(a) How does the writer of this passage of contrast people of the upper and the lower classes as regards —

(i) The case with which they form friendships

(ii) The value of the friendships which they form

(b) Give a clause analysis of the sentence beginning 'In forming friendships' and ending 'make advances'
